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Newfoundland Council of
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CALENDAR

OF THE

Council of Higher Education,

NEWFOUNDLAND.

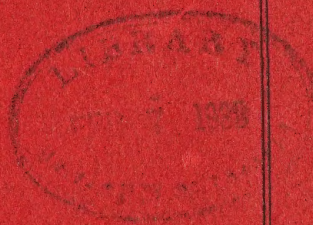
1909.

PRICE—TEN CENTS.

ST. JOHN'S, NFLD.

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CONTENTS.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND	3
REPORTS OF EXAMINERS, 1909	5
SCHOLARSHIP AND PRIZE LIST:—	
Associate Grade	29
Intermediate Grade	29
Preliminary Grade	32
PASS LISTS:—	
Associate Grade	34
Intermediate Grade	35
Preliminary Grade	41
Primary Certificate Examination	50
DISTINCTION LISTS:—	
Associate Grade	60
Intermediate Grade	61
Preliminary Grade	69
LIST OF CANDIDATES TO WHOM ASSOCIATE DIPLOMAS HAVE BEEN AWARDED	80
SYNOPSIS OF RESULTS:—	
Table I	88
Table II	89
Table III	89
Table IV	90

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EXAMINERS' REPORTS.

Associate Grade.

ENGLISH.

The essays showed, in the majority of cases, not only fluency of composition, but also some constructive skill. Too many candidates, however, who chose historical subjects showed very insufficient knowledge of historical facts, notably in the case of the history of British India.

The purely grammatical part of the paper was very well done. The attempts to write a *précis* showed an improvement on the work of last year. The passage set for paraphrasing seemed to be well understood, but most of the renderings were too abstract.

ENGLISH LITERATURE.

Though the interpretations of the passages set in the first question of each section were in several cases very vague and prolix, the answers generally gave evidence of a careful and appreciative study of both play and poems. The answers to I. 5 and II. 5 showed that the details of the text had been well mastered. Candidates who dealt with the question on *metre* seemed to ignore the existence of any other foot than the *iambus*. The answers to II. 3 were particularly good.

MODERN HISTORY.

The work was of a satisfactory character. About 84 per cent. passed, and about 4·5 per cent. gained Distinction. The paper, though not very difficult, undoubtedly required intelligence on the part of the candidates as well as a fair knowledge of the book-work. The unusually high percentage of passes is therefore very creditable. In a few cases the answers were long and vague; there was also some misspelling.

GEOGRAPHY.

The standard of work was again very low, and apparently no serious attempt has yet been made to cope with the London Matriculation syllabus. Almost every paper yielded examples of gross mistakes in fact or principle or both, indicating general poverty of knowledge and looseness of thought. No student betrayed any acquaintance with the meaning of the expression "Mediterranean" as applied to climate (Question 2). No one quite understood what Question 4 meant, and nearly all avoided it.

ARITHMETIC AND ALGEBRA.

Very satisfactory. Candidates should understand that, when answers are asked for, correct to a certain order of approximation, it is not necessary to give more approximate answers. Greater attention might be given to the decimal system and literal equations.

GEOMETRY.

Very satisfactory. There were many correct solutions of riders. More use might be made of the notice "Recognized abbreviations may be used," and less continuous prose would be advantageous.

MECHANICS.

Much good work was sent up. The most unsatisfactory feature was the drawing of diagrams. Such diagrams should be the most important adjunct to the answer, but should always show how the machine works. Some of the diagrams showed the absence of any thought as to the working and mode of connexion of the things represented.

NAVIGATION.

Fairly satisfactory.

FRENCH.

The translation from the French was fair, though a good number found even the easy first piece beyond them. The weakest points were the Grammar and the Composition (Translation into French). In too large a number the Vocabulary was poor, and applied Grammar very

bad: the Verbs were not known. The Direct Method would help considerably; so would the memorizing of good French passages.

LATIN.

On the whole, the work was very satisfactory. The translation of the set books was mostly good, but there was a tendency to give too free renderings, or even paraphrases. The unseen, with a few exceptions, was done very creditably. The Grammar of the majority was only moderate both in Accidence and Syntax. Most failed to translate the short sentences in the paper, or to explain the syntax fully. The Composition was for the most part excellent and very promising.

GREEK.

The two papers were fairly good, the translation into English being, on the whole, the best part.

CHEMISTRY.

On the whole, very unsatisfactory work. The candidates showed no knowledge of such elementary matters as the determination of the composition of water by weight and the liquefaction of sulphur dioxide. Not one candidate seems to have seen the boiling point of sulphur dioxide determined, and the training generally appears to be lacking on the experimental side.

HYGIENE.

The papers showed an admirable standard of work. The majority were clear in expression and showed considerable initiative in thought. The only fault—and that a minor one—was too great a tendency to branch off into side-issues not involved in the question.

SHORTHAND.

A very satisfactory knowledge was shown in this stage. The outlines were brief and clear when written at a high rate of speed. With a little more practice in transcribing or reading back, the candidates who presented themselves should, without exception, become competent stenographers.

THEORY AND PRACTICE OF EDUCATION.

The answers to Section A. were commonly of little merit. In all cases the language used was faulty. Some had no other knowledge of perception, &c., than that which is current in ordinary conversation, and the few who had apparently studied their text-book with more success failed to exhibit their knowledge adequately owing to scanty resources of language.

The answers to Section B. were usually good. In stating possible defects of schoolbooks, the majority omitted any reference to their effect on the eyes. The subject chosen for Notes of Lessons by the majority was Compound Sentences. Three candidates out of the 15 treated Complex Sentences under the title of "Compound," and several others opened their lessons irrelevantly by the analysis of Complex Sentences. Of those who confined themselves to the question, none treated the subject fully; their chief aim was to get a definition, and they proposed to arrive at it after consideration of scanty and incomprehensive examples. No attempt was made to show the value of Compound Sentences in Composition, an omission due probably to ignorance of the value of synthesis in teaching Grammar.

9 (b) was the other question in Section C. that found most favour, and several good answers were returned. The weaker answers merely stated the facts symbolized on any wall-map. None seemed to be aware of the importance attached, in modern Geography teaching, to the systematic training in map making—*e.g.*, plans, models, contoured maps, section maps, and to the many practical exercises that may be set for children to work from a map.

DRAWING.

There was only one candidate. The exercise in Freehand Drawing was done with a good appreciation of form and in a methodical manner. The Model Drawing might be classed as respectable.

Intermediate Grade.

SCRIPTURE HISTORY.

The work was distinctly good. Only one candidate failed, and the majority showed intelligently the results of careful teaching. Answers that involved thought and judgment were not so well given as statements of fact or descriptions of incidents; but it must be remembered that the time allowed was short.

ENGLISH.

The average work in Grammar was highly satisfactory. The spelling was in most cases free from any serious mistakes, but the paraphrases were frequently defective through the attempt to express too much in one sentence. The majority of the candidates were proficient in parsing and syntax; the rules that applied to the correction of the sentences were often stated very accurately. The results in accidence and analysis were not so good, though the work of many candidates was most praiseworthy.

All the questions on Literature were answered by most of the candidates, and the results were very creditable. The essays were generally very good both in length and expression. Though the description of the Italians and the Dutch was very brief in a great many cases, the acquaintance of the candidates with the scenes in "The Merchant of Venice" and "Macbeth" was generally full and accurate. In the meanings of words and phrases, as well as the allusions to persons mentioned in the poem and the plays, nearly the same standard of excellence was attained.

HISTORY.

Although the percentage of failures was considerable, a large majority of the candidates showed a fair knowledge of their subject and a high percentage obtained the mark of Distinction. Of those who failed, a large proportion showed ignorance of the most elementary facts. Many wrote at unnecessary length. A compulsory question on the history of Newfoundland was sometimes not attempted.

GEOGRAPHY.

The answers were not so long as last year and much more to the point, though many candidates lost marks by not attending carefully enough to the wording of the questions. Thus, in Question 9 the words "same latitude" and in Question 12 "Great Britain" were often ignored. The Map Drawing was much improved, though strangely little was known of the names and positions of the great lakes of Canada. On the other hand, there was not much, if any, increase in knowledge of the physical features and climates of different parts of the British dominions and their influence on productions. The geography of South Africa was practically unknown.

The failures were somewhat more numerous than those of last year, but, on the other hand, the Distinctions were about eight times as many and seven papers received 80 per cent. or more of the marks. This must be considered very satisfactory, as it means progress.

ARITHMETIC.

The new feature in the paper, the Tots, undoubtedly helped a good many weak candidates to a Pass, but the degree of accuracy shown was not so high as it should be. The percentage of passes was rather higher than last year, but there was a large proportion of very poor work, as shown by the number of candidates who only just passed with little or no margin of safety. On the other hand, the percentage of Distinctions was about the same as last year and was very good.

In nearly all cases where more than half marks were obtained, the style, neatness, and arrangement of the work were good, but there were whole batches of papers of which this cannot be said. The details of the work, instead of appearing in their proper places in the sums, were often scribbled in pencil on another page or on the cover, often illegible and sometimes altogether missing. With such untidy methods no good results can be expected. Instructions as to approximation, *nearest centime*, *nearest mile*, *nearest eighth of an inch*, were again very frequently ignored, and confusion between *length*, *area*, and *volume* was very common.

ALGEBRA.

Many wrote out the work with intelligence, neatness, and care; others wasted time by making a scroll copy of the work, often untidy and inaccurate, when they would have done better to write their answers out with care in the first instance. Weakness was shown in simplification of fractions and in the proofs of identities, which were seldom written out in intelligible form. The question on graphs was seldom satisfactorily attempted. A problem dealing with money was generally well solved.

GEOMETRY.

The work sent up was, on the whole, of fairly satisfactory quality. A large number of candidates were able to draw with sufficient accuracy and knew the propositions set. There were, however, a number of candidates whose work was poor in both the practical and theoretical portions of the paper. Such candidates should take a preliminary course in geometrical drawing and acquaint themselves thoroughly with the terms employed in Geometry.

BOOK-KEEPING.

The work was generally very well done, and a high proportion of the candidates obtained Distinction. More attention should be paid to the insertion of folio references when posting. It is satisfactory to see that so many candidates did a "Trial Balance."

MENSURATION.

The answers of the candidates were neatly written, and the working of the problems was careful and accurate. Compared with 1908, there were a few more failures this year; on the other hand, more papers obtained the mark of Distinction, so that the general result was very creditable.

NAVIGATION.

Fairly satisfactory.

FRENCH.

There were few weak candidates. The greater number were well able to deal with the questions and to secure satisfactory marks. More than a quarter gained the mark of Distinction. The questions involving only a knowledge of grammatical forms were often answered with complete accuracy, indicating great precision of teaching on this point. Questions needing the composition of French sentences were answered with less success. Only a few were able to write simple French sentences correctly. The majority showed both want of vocabulary and neglect of the ordinary rules of agreement. The translation of short sentences into French showed, on the whole, careful preparation; but where the word or phrase was not known, candidates were inclined to make unintelligent guesses and to write down impossible verbal forms. The translation of the extracts from "Hector Malot" was generally satisfactory. In some cases the English was bald or slipshod; a few candidates wrote words that were meaningless. The passages from La Fontaine were well done by a few candidates only. In the majority of cases it was not evident that the candidates had any grasp of the meaning of the passages as a whole. In many instances the meanings of the French words were not known. The preparation of this author appeared to have been incomplete. Many candidates copied out the questions or gave matter that was not asked for, or ruled quantities of unnecessary lines. These practices should be checked.

LATIN.

The general results were very creditable and gave signs of careful teaching. The knowledge of accidence was not quite so good as in the preceding year, but, on the other hand, there was a distinct improvement in composition: a firmer grasp of elementary syntax was shown, and there was little to find fault with in the vocabulary. The translations of passages from the set book were pleasing in style, and for the most part faithful, but in some cases there was a tendency to paraphrase. The questions on parsing were handled satisfactorily. More attention should be paid to detail: the arrangement of the answers left much to be desired.

GREEK.

When the number of candidates is so small it is impossible to draw any general conclusion. That half should fail is not satisfactory ; on the other hand, that one very good paper should be found among four is a result above the average. There is evidently some good teaching of Greek.

GENERAL ELEMENTARY SCIENCE.

Many of the questions were answered very well ; and evidence was given of satisfactory training, except in the cases of a few candidates whose work showed that they were quite unfitted to take the examination.

CHEMISTRY.

These candidates were unable to give a satisfactory description of processes and they did not appear to understand the meaning of proof by experiment. Only two candidates gave a fair account of the preparation of nitric acid, the majority of those who attempted the question describing an apparatus unsuited to the experiment. Many of the answers amounted to little more than a paraphrase of the question, in lieu of a satisfactory description of experimental methods used in proof.

HYGIENE.

The papers, as a whole, showed a high standard of work. The great majority were good ; and, while but a small proportion showed marked excellence, few could be called really bad. Style, spelling, and writing were moderately good. Many candidates tabulated well, but others showed a lack of system in their answers. Candidates should endeavour to improve in clearness of exposition.

AGRICULTURE.

The answers were not so good as those given by last year's candidates. The impression formed is that candidates have not had enough time to get up the subjects covered by the existing syllabus.

PHYSIOGRAPHY.

The work of most candidates was somewhat unequal. They had evidently studied some parts of the subject more carefully than others. The best marks were obtained by answers to Question 5, some candidates answered 1 and 6 well, while 7 and 10 elicited fair answers except that no candidate drew a section and none knew about the tides at Southampton. The candidates did not seem to have acquired the habit of correlating different phenomena, and many seemed to be trying to write something they ought to remember rather than to reproduce a line of reasoning with which they had become familiar. For instance, though much stress was laid on cold and warm ocean currents, few said anything about the importance of winds or attempted to show any connexion between winds and currents in the North Atlantic. Only one attempted the question on vegetation and he did not associate different vegetations with different climates. The practical, as well as the educational, value of such correlations can hardly be overestimated.

PLAIN NEEDLEWORK.

Many marks were lost in the Cutting-out section through the workers not realizing that there is a purpose in the paper being ruled with lines—viz., to indicate the selvedge way of the material, and therefore to guide in the final cutting-out of the garment. In many instances the proper proportion of the various parts of the sleeves was not kept, and the size asked for was not always noted. Many varieties of marking were shown and accepted, but the standard of work was not high, very little manual skill being shown. In the exercise of a whipped frill, its essential object was not grasped—viz., to ornament the *top* edge of a band, many candidates treating it as a gathered piece of material to be placed between the two thicknesses of the band. The whipping stitch had evidently not been practised in many cases. There was great improvement in the materials supplied and in the neatness with which the exercises were sent out.

SHORTHAND.

The work was very satisfactory and showed considerable advance on last year's papers. The commercial terms evidently handicapped some

of the candidates who were not familiar with them, and faulty punctuation was a weak spot in a few papers.

TYPEWRITING AND OFFICE ROUTINE.

The standard of work attained, while fair in the theoretical test, was unsatisfactory in the practical test. The weaknesses in the "time test" referred to in last year's report were repeated. There was also bad division of words at line ends: such specimens as "fr-om," "fir-st," "temperat-ure" are inexcusable. The answers to the theory questions were passable, the two of the three examinees who passed owing their success to the marks gained in the theory test. Greater care should be exercised in executing the practical test.

SCHOOL MANAGEMENT.

In neatness and legibility very few papers fell below a satisfactory standard; the majority were very good and many were excellent. Two questions, 5 (*a*) and 1, were treated by the majority very satisfactorily. The order of the others—from the point of view of successful treatment by most candidates—was 2, 6, 3, 4. The answers to No. 1 compared with last year's showed a decided improvement. Though there was still a bias towards telling, explaining, and giving definitions instead of allowing pupils to work for themselves, the majority of the lessons showed good method in presentation, development, and illustrations. These remarks refer to 1 (*a*). Comparatively few chose 1 (*b*) or (*c*), and none of the answers to these was of much value. No. 2: The facts required were often given fully and intelligently. There were, however, many unnecessary additions of a complete Time Table for a class. No. 3: Many expressed an opinion that Long Division and Short Division were two different rules—*i.e.*, as different as Addition and Subtraction. No. 4: A fair number of candidates got a good proportion of marks; but the majority of the objections raised were either trivial or based on mistaken assumptions. What has been said in the Report on the Preliminary Grade papers concerning the misinterpretation of questions applies equally to the Intermediate. Many described the processes of Short and of Long Division without reference to the

teaching of those processes ; assumptions were made that the questions in No. 4 were intended for young children or that they were intended to be answered by the candidates and not to be criticized ; the word " healthy," in No. 6, was interpreted as referring to sanitation, and many chose to regard No. 6 as asking merely how discipline might be maintained by the teacher personally.

PENMANSHIP.

Much good, and not a little excellent, work was shown in a very large proportion of these papers, as evidenced by the considerable total of Distinctions. Failures were few, and the general result was of more than ordinary merit in Penmanship. The most noteworthy faults were the unduly large size of the writing in many cases and the unnecessarily wide spaces between the words.

DRAWING.

The commendation which was earned last year by a large proportion of the candidates in Freehand Drawing may be repeated. More advantage might perhaps have been taken (so as to ensure continuity of form) of the opportunity for running lines through where bands crossed each other. A curve carried across a number of similar and similarly placed ornamental details would also have secured that they followed each other in series. Reference is again made to criticisms detailed in the Report on the Primary Grade respecting " lining-in," &c., of which there are still far too many specimens.

The one Crayon drawing submitted was executed on sound lines. Apparently, however, the candidate knew nothing of the recommendation made in the Report last year. The pointed crayon would have been of great assistance to supplement the stump.

FANCY NEEDLEWORK.

As a whole, the work was well done. The drawn thread work was good, being firm and even. The Mount Mellick work was creditable. The actual work in the embroidery class was good, but the designs did not reach a high level. The specimens were, as a whole, neatly sent out.

Preliminary Grade.

SCRIPTURE HISTORY.

The work was, on the whole, satisfactory. Those who obtained Distinction—and they were nearly one in ten—answered most creditably; and many others showed accurate knowledge of some part of the history. More practice in *writing* answers is desirable, as many, depending apparently on oral teaching, showed weakness in framing sentences, particularly in their use of conjunctions, and not infrequently wrote some word of similar sound in place of the correct word.

ENGLISH.

Grammar, Paper A.—Recognition of the Parts of Speech was usually good; but prepositions and adverbs were sometimes confused, and “his” was called a pronoun. The analysis was very fair, though the word “not” was too often either ignored or called a connective or treated as an adjunct to the subject of its sentence. The question on grammatical terms was well done. The impression left is that the candidates’ Grammar had been carefully and competently taught. While the spelling of the test words was good, in many cases words that were fully and correctly printed in the question were inaccurately copied down.

Literature, Paper B.—The subject matter of the two set books was thoroughly well known and reproduced with great correctness; and the expression of the answers in this branch of the paper was good. In the original Composition, however, although some of the essays were really excellent, there was much deficiency in spelling, punctuation, and grammar. Few candidates had prepared their thought in a skeleton outline (not necessarily *shown*) before presenting it—a practice which, had it been adopted, would have improved many of the compositions. Also, division into paragraphs was seldom attempted, and in many cases the division into sentences, even, was disregarded; thus many rambling compositions ensued, which a little *shaping* would have rendered much more readable. The Reproduction was good, although the words “Antonio” and “gipsies” were too often misspelt. Some of the handwriting was unfortunately careless to the point of illegibility.

HISTORY.

There were very few good sets of answers. The majority of the candidates appeared to have very little knowledge of the subject, and some of the better papers were spoiled by great inaccuracy. Perhaps the most remarkable point was the large number of answers obviously reproduced *verbatim* from a text-book or text-books of a very inferior class: *e.g.*, a considerable percentage of the candidates in writing of Sir Thomas More, while displaying considerable confusion of ideas as to his religious beliefs, the reigns in which he lived, and the mode of his death, wrote that he "was of irreproachable character, learned, gentle, and pious" (even the order of the adjectives not being varied, though there were many orthographic versions of the first), and added that "his Utopia is held in high esteem." The constant recurrence of answers reproducing similar phraseology—this particular answer being only one instance out of many—suggests considerable lack of intelligence in the teaching at many of the schools which presented candidates. It is also to be noticed, as instancing the want of attention to orthography, that names like Anselm, More, Canterbury, which were printed correctly on the paper, appeared in many answers under the forms "Anslem," "Moore," "Cantabury," and that, whereas in Question 4 the limit "between 1320 and 1520" was definitely assigned, many candidates gave "Bannockburn, 1314" and "Pinkie, 1547" in their answers. Carelessness of this kind was the cause, in many instances, of failure to reach the minimum standard required for a Pass.

GEOGRAPHY.

A slight improvement was noticeable in these papers when compared with those of 1908. The work was very variable as before, but there was a better standard throughout, and more grip was shown on the interrelation of cause and consequence. In Question 1—the choice of three maps—by far the majority of candidates naturally chose "Newfoundland," and on the whole did it well. "Australia" was fairly satisfactory, but "West Europe" was very weak. The chief defects in the drawing of these maps—and these defects were very

general—were: (i.) Names of towns were constantly inserted without any indication of locality—*e.g.*, it was left to the Examiner to decide whether the candidate wished to place Harbour Grace at the “H” or the “e,” or at some indefinite point between the two letters. (ii.) Rivers, again, were often shown simply by their names, or drawn with beginnings and no endings. It was not uncommon, too, to find them crossing and recrossing mountain ranges. (iii.) The desiderata of Question 1 were not carefully read, and all sorts of names were inserted which were not asked for. (iv.) Latitude, longitude, and scale of miles were still evidently beyond the capacities of most, though there was much improvement, on the whole, in this branch of map-drawing. In Question 2 a large number of candidates had little idea of the meaning of the words “*staple* industry,” and in consequence missed the main point of the question. Question 3 was badly done; much the worst of the whole paper. Questions 4, 5, 6, and 7 were fairly well done. There were, however, signs (i.) of too much learning by mere rote, especially with regard to the explanation of geographical terms and the Earth’s rotundity, and (ii.) of the use of antiquated text-books in the constant recurrence of “Volcano, a burning mountain,” and “Yeddo, the capital of Japan.” Notwithstanding that the attention of the candidates was called to the fact that, to obtain maximum marks, the first three questions should be answered, a large number preferred, after doing No. 1, to answer Nos. 4 to 7, to which a lower scale of marks was assigned. This, in itself, accounts for the paucity of Distinctions.

ARITHMETIC.

A satisfactory standard was reached, and a fair percentage obtained the mark of Distinction. Questions 1, 4, and 6 were those least well answered. Only a very small number gave a correct answer to the first part of Question 4.

TOTS.

A good percentage of the candidates did the twelve sums set with complete accuracy, while the greater number of the remainder obtained over half the marks awarded to this exercise.

ALGEBRA.

On the whole, the work was satisfactory. Although very few candidates succeeded in doing all the questions correctly, a fair proportion obtained the mark of Distinction. There were, however, several cases in which the work was quite valueless. Questions 4 and 8 were those least well answered ; only a few did Question 8.

GEOMETRY.

Some confusion was caused by the introduction of alternative A and B papers ; some candidates did not prefix the letter to the numbers of the questions, while others answered both A and B questions.

As last year, there was one remarkable sequence of good papers, candidate after candidate obtaining Distinction ; on the other hand, many papers were unsound both in the practical and the theoretical work. In the theoretical part clearness as to the sequence of theorems is much to be desired ; some candidates appeared to think that anything might be proved by superposition, others that a theorem was proved by a reference to the number in the text-book. The practical work was more satisfactory, but careless mistakes were often made in reading the data. Some of the figures were almost illegible ; no figures should be drawn on the covers of the books or on the reverse side of the paper to which the writing refers.

BOOK-KEEPING.

The Journal entries were very well done, on the whole, but the distinction between "Bank" and "Cash" again seemed a source of difficulty. Too few candidates attempted to total the columns. The majority of errors in Posting were due to the general omission to insert folio references. The rule that "no entry should be transferred from one book to another without the (reference) page number or folio being also posted" should invariably be followed. Very few candidates attempted a Trial Balance. The Balancing was fairly well done, but in this there is room for improvement, especially as regards the closing of the Goods and Profit and Loss Accounts. Greater accuracy in the additions and greater neatness in writing and figuring are desirable.

FRENCH.

The translation into English of extracts chosen from the set book were, as a rule, well done, the renderings being accurate and idiomatic, and showing very careful preparation on the part of the teachers, as also excellent memory on the part of the pupils. The questions on accidence, which bore essentially on the practical application of rules, were less satisfactorily attempted, the use of verbs and of their tenses proving weak and lacking in intelligent grasp. The translation into French of sentences taken from the prepared parts of the set books was not very satisfactory either in vocabulary or in the practical use of easy syntactical rules.

LATIN.

The paper was, on the whole, very fairly done. The work of the majority of the candidates seemed to indicate (i.) that some additional Grammar drill would be desirable, (ii.) that a larger amount of consecutive narrative than is provided in the prescribed book should be read.

GENERAL ELEMENTARY SCIENCE.

These candidates were not very well prepared. Not one of them appeared to have used or seen used a pipette, and some of them confused weight, density, and volume. The teaching of the subject requires to be developed on the experimental side, and the candidates should be encouraged in describing experiments in their own words.

HYGIENE.

The papers, on the whole, were good. Comparatively few could be called really excellent, but the general standard was very uniformly high. Questions 1 and 5 were answered very well. Many candidates set out their work clearly and neatly. Too many, however, showed an unfortunate tendency to guess where precise knowledge failed.

AGRICULTURE.

The answers were loose and inaccurate. No real understanding of any part of the subject was shown.

PLAIN NEEDLEWORK.

The Cutting-out exercise seemed to present great difficulties to the generality of the candidates, though many made a commendable attempt to shape the pattern properly. Some of the workers sent in capital specimens of the garments required. The needlework papers should be carefully read before the work is begun. In the second exercise most of the wristbands were sent in open, although a *closed* wristband was indicated, and the feather-stitching, instead of being worked at the top of the band (as asked for), was placed at the bottom and worked through both thicknesses of the band, which would make it impossible to insert the sleeve. The flannel patch had evidently not been practised in most instances, and comparatively few workers gained full marks for this exercise.

SHORTHAND.

There was a distinct improvement in the papers this year, but it is still necessary to point out that pupils should be taught to write the sounds of words and syllables, not consonantal outlines. It would be an advantage if the more frequently used detached prefixes were introduced at this stage.

TYPEWRITING AND OFFICE ROUTINE.

The standard of work needs improvement. The practical test exhibited transpositions, blank spaces at line-ends varying in width from fifteen to twenty degrees, use of underscore for the hyphen, bad division of words, irregular left margin and line-spacing. The rate of speed was low—in one instance five words per minute, in another eight words—and the work full of inaccuracies. Faulty spelling was prevalent, such as “peice,” “coma,” “ifon” (hyphen). With two exceptions, the examinees owed success to the marks gained in the theory test, although the number of marks awarded was just the minimum Pass standard. In only

one case was the letter displayed correctly; the items composing the amount of valuation should have been tabulated.

SCHOOL MANAGEMENT.

The neatness and the legible writing of the papers were extremely creditable. The spelling and the composition of the answers showed improvement on the whole, yet a fairly large number were defective in these respects. In answering Question 1, many treated "carrying" as a process used in subtraction. The method of the rest, except in about a dozen instances, amounted to nothing more than telling pupils to "put down" the right-hand figure of a total of two figures and to add the left-hand figure to the second column. No mention was made of tens and units, and the illustrative examples of addition were commonly too difficult for the stage prescribed. Several references occurred to concrete objects—*e.g.*, bags of peas, sticks, but there was no attempt to show how they might be used. A considerable number of good answers and a few excellent ones were returned to Questions 2, 3, 4. Nos. 5 and 6 were less successfully treated, though a few answers rose high above the common level. The most striking general feature of the papers, and it certainly accounts for many failures, was the disregard of the exact content of the questions—*e.g.*, No. 1 plainly speaks of addition, yet many described subtraction and a few presented lessons on various parts of speech. In No. 2 the words "how you would teach" were commonly ignored. No. 3: parts of speech other than nouns or pronouns were considered. No. 4: other ventilators than doors and windows were introduced. No. 5: "precautions" and "prevent" were ignored. No. 6 (*b*) the majority substituted for the question asked the following, "Why is Singing a troublesome subject to teach?"

PENMANSHIP.

The work was, on the whole, satisfactory, and showed an improvement on that of last year. The number of failures was not excessive, and the majority of the exercises reached a good average. The most noticeable faults were, as last year, the unduly large size of the writing in many cases, and the excessively wide spaces between the words.

DRAWING.

The number of drawings which could just be passed by indulgence was larger than it should be, and the good drawings, though quite satisfactory, were few. The example set was one calling for attention to structure—*i.e.*, the limitation by an ellipse of the points of the umbrella ribs, their spacing round it, and their radiation from a hidden point, as well as the subtle forms at the edge of the fabric. In these respects the subject was perhaps somewhat trying, but they are matters which suggest that it would be an interesting and useful example for inclusion in an annual course of blackboard demonstrations. The remarks on undesirable practices contained in the Report on the Primary Grade apply, though in a lesser degree, to this Grade; the habit of “lining-in” was still rife.

The two candidates in Model Drawing did fairly well, but both failed in making receding lines converge, except in the extremely easy view of the board as chosen by each of them, and both made their ellipses pointed at the ends.

FANCY NEEDLEWORK.

Twenty-seven candidates gained Distinction, a great deal of the work being very good. A higher level of design in the embroidery class is, however, desirable. The work was, as a whole, very neatly sent out.

Primary Grade.

SPELLING TEST, HANDWRITING, AND REPRODUCTION OF STORY.

About one-third had no mistake in Spelling, but in many cases, not only in the special test but in Composition also, faults were far too numerous.

The Writing was seldom quite satisfactory, but few appearing quite to understand the meaning of "text-hand." The small-hand generally was wanting in uniformity.

With the majority of the candidates there was a tendency to give the *ipsissima verba* rather than to relate in a connected form the outlines of the story. About one-third did exceptionally well—indeed, so well that the impression is produced that they are considerably above the age for which this Grade is intended; but a small minority appeared to be quite unfit for any such test and wrote with great want of care. The character of many of these mistakes showed that the Composition had not been read over after being written, and the importance of revision should be impressed upon candidates.

ENGLISH GRAMMAR.

The work compared favourably with that of last year, the Analysis of Simple Sentences especially being more accurate and more methodical in arrangement.

ENGLISH LITERATURE.

Except in a few cases, the standard attained was not high. While a very creditable knowledge of the text was frequently shown, there were too many traces, especially in connexion with the passage of Scott selected, of unintelligent memory work. Long "notes" from the edition used were reproduced in their entirety without much reference to the terms of the question. The passage for paraphrase, though in some cases exceedingly well done, was very generally misunderstood. More attention should be paid to punctuation.

BRITISH HISTORY.

The papers showed little general improvement upon those of last year. The spelling and knowledge of English were perhaps somewhat better, but many of the candidates showed only a very slight acquaintance with the barest facts of British history. Very few sets of papers could be called quite satisfactory.

GEOGRAPHY.

Many of the papers were excellent and reflected the greatest credit on the teaching. When a map was drawn to answer Question 1, it was excellently done in almost every instance, but the illustrations to Question 3 were not by any means good. The answers to Questions 5, 6, and 8 were the most satisfactory; but in the case of Question 2 the attempts made were very poor indeed. In the answers to Question 7 much ignorance was displayed as to the nature of the raw materials referred to. Many candidates were content to answer only half a question—*e.g.*, in Question 5, either the localities of, or the towns on, the rivers were omitted. On the whole, however, the questions were neatly and methodically answered, and there was little trace of parrot-like repetition from text-books.

ARITHMETIC.

The straightforward questions were, on the whole, answered satisfactorily. Many failed to write down correctly the "answer in words" to the first question. The wrong placing of the decimal point in the working of Question 5 was a mistake not infrequently occurring. Questions 7 and 8 were not so successfully attempted as one might expect from their simple character.

TOTS.

A fair proportion did all the twelve sums accurately. There were a few, however, who failed completely in this exercise.

ALGEBRA.

On the whole, the work was satisfactory. The question (No. 6) on factorizing was done excellently by a considerable number of candidates, but there were others who showed that they required more practice in this part of their course. Only a very small number did Question 8.

GEOMETRY.

Most of the papers sent in were unsatisfactory; candidates showed no familiarity with the drawing of triangles to scale according to data, nor with the laying off and measuring of angles by means of a protractor. Continued practice in the easier constructions, with varying numerical data, would appear to be wanted.

HYGIENE.

The papers were very satisfactory. Candidates showed a considerable range of knowledge, and the style of the answers was good. Candidates should, however, endeavour to be somewhat more concise, and to remember that their work is judged not so much by length as by matter. Too great a tendency was shown to answer a question by repeating it in other words.

PLAIN NEEDLEWORK.

The paper cutting-out was generally well done, though in many cases insufficient attention was paid to the size asked for, to the right way of the stuff as shown by the lines on the cutting-out paper, and to the right proportion of bib and pocket as compared with the skirt of the apron. Button-holes require far more practice; the relative sizes of buttons and button-holes were not attended to. The knitting was poor. The materials used were much better than last year, though in some cases unsuitable paper was supplied for cutting-out purposes.

DRAWING.

The quality of the work was about on a par with that of 1908. There was again much poor work. The attention of teachers is drawn to the following defects which appeared in some sets of papers:— (i.) No vertical axis drawn. (ii.) No attempt made to estimate the main proportions—*e.g.*, width compared with height. When such proportions have been fixed, the large curves which determine the bulk or mass of the figure should be drawn. (iii.) The practice with a very large number was to begin each line approximately in the right place, and to draw it without considering where that line is to end. Hence multiplied attempts at each curve, followed by equally numerous erasures. (iv.) A good many did not seem to understand that they were required to make their work definitely larger than the example. Considerable leniency has this year been exercised in respect of this point, but in future greater stringency must be exercised in securing obedience to the rule. Teachers would do well to mark spaces on their pupils' papers before each lesson, to indicate the height of the proposed drawings.

The suggestions made in the report last year have had a beneficial though limited effect, but there were numerous cases of elaborately dotted lines and inked-over drawings.

SCHOLARSHIP AND PRIZE LIST, 1909.

ASSOCIATE GRADE.

Two Aggregate Prizes.

1. Alice Fenwick, Methodist College	...	...	...	...	\$25 00
2. Janet Miller, Bishop Spencer College	...	...	...	...	20 00

Subject Prizes.

<i>English</i> .—Alice Fenwick, Methodist College	...	...	...	...	8 00
<i>English Literature</i> .—Janet Miller, Bishop Spencer College	...	...	...	...	4 00
<i>History</i> .—Janet Miller, Bishop Spencer College	...	...	...	...	8 00
<i>Elementary Mathematics</i> .—Pierson Curtis, Methodist College	...	...	...	...	8 00
<i>Mechanics</i> .—*W. L. Bishop, Bishop Feild College	} Tied.				
Taylor Clouston, Methodist College					
S. C. Miffin, Bishop Feild College					
* The youngest : prize winner	...	...	...	...	8 00
<i>French</i> .—Rose Carmichael, Pool's Cove (disqualified ; won prize in 1908)					
Mary Frazer, Methodist College	...	...	...	...	8 00
<i>Latin</i> .—J. E. J. Fox, St. Bonaventure's College	...	...	...	...	8 00
<i>Hygiene</i> .—Alice Fenwick, Methodist College	...	...	...	...	4 00

INTERMEDIATE GRADE.

One Jubilee Collegiate Scholarship of \$100.

(Confined to Outport Schools.)

Annie Cooper, Methodist Superior, Lower Island Cove	} Tied.
Frank E. Jensen, C. E., Harbour Breton	

(The Council awarded a full Scholarship to both candidates.)

Six Open Scholarships of \$25 each.

1. Frank Hutchens, Bishop Feild College.
2. J. A. Barron, St. Bonaventure's College.
3. W. A. Coughlan, St. Bonaventure's College.
4. F. J. Keating, St. Bonaventure's College.
5. Bridie Murphy, St. Bride's Academy, Littledale.
6. Julia Mary Mansfield, St. Bride's Academy, Littledale.

Subject Prizes.

<i>English</i> .—E. H. Crawford, St. Bonaventure's College	...	...	\$8 00
<i>Scripture History</i> .—F. E. Jensen, C. E., Harbour Breton	...	...	4 00
<i>British History</i> .—*F. Hutchens, Bishop Feild College	} Tied.		
J. Trebble, Bishop Feild College			
* The younger: prize winner	...	...	4 00
<i>Geography</i> .—*Annie Bailey, C. E. High, Harbour Grace	} Tied.		
H. S. Oakley, Methodist Superior, Greenspond			
* The younger: prize winner	...	...	4 00
<i>Arithmetic</i> .—W. A. Coughlan, St. Bonaventure's College	...	...	4 00
<i>Algebra</i> .—Clara Grant, Methodist College	...	...	4 00
<i>Geometry</i> .—E. H. Crawford, St. Bonaventure's College	} Tied.		
Irene Halfyard, Methodist College			
G. H. Hayward, Methodist College			
F. J. Keating, St. Bonaventure's College			
*P. Keating, R. C. Academy, Harbour Main			
C. McD. Mews, Methodist College			
K. Morris, Methodist College			
E. J. Neary, St. Bonaventure's College			
Myra Pelley, Methodist College			
Dorothy Peters, Methodist College			
Florrie Way, Methodist College			
* The youngest: prize winner	...	...	4 00
<i>Mechanics</i> .—J. Norman, Fortune (disqualified; over age).			
<i>Book-keeping</i> .—*G. Barnes, C. E. High, Tilt Cove	} Tied.		
Olive Edgar, C. E. High, Greenspond			
J. Hogan, R. C. Superior, Northern Bay			
Lily Le Drew, Methodist Superior, Cupids			
Jennie Mitchell, Methodist Superior, Burin S.			
E. Nottle, Methodist Superior, Salem			
* The youngest: prize winner	...	...	4 00

<i>Mensuration.</i> —A. Edgecombe, Methodist, Ochre Pit Cove					
M. Hollett, Methodist Superior, Great Burin					
*H. S. Oakley, Methodist Superior, Greenspond					
E. Randell, C. E. High, Trinity East					
W. Squires, Bishop Feild College					
* The youngest: prize winner					\$4 00
<i>French.</i> —Gertrude Costello, Mercy Convent, Military Road					
*Almena Parsons, Convent, Burin N.					
* The younger: prize winner					8 00
<i>Latin.</i> —Frank Hutchens, Bishop Feild College					
<i>Greek.</i> —Frank Hutchens, Bishop Feild College					
<i>General Elementary Science.</i> —					
W. A. Coughlan, St. Bonaventure's College					
<i>Hygiene.</i> —Florence Cornick, Bishop Spencer College					
*W. Murphy, Methodist Superior, Catalina					
Annie Power, Convent, Harbour Grace					
* The youngest: prize winner					4 00
<i>Shorthand.</i> —*Florence Cornick, Bishop Spencer College					
Bridie Murphy, St. Bride's Academy, Littledale					
* The younger: prize winner					4 00
<i>Plain Needlework.</i> —Katie Fitzgerald, St. Bride's Academy, Littledale					
Laura O'Reilly, St. Bride's Academy, Littledale					
*Blanche Simon, St. Bride's Academy, Littledale					
* The youngest: prize winner					4 00
<i>Practical Music.</i> —Bridie Murphy, St. Bride's Academy, Littledale					
<i>Typewriting and Office Routine.</i> —					
Florence Cornick, Bishop Spencer College					
<i>School Management.</i> —					
Mabel Briffett, Private Study, Glovertown					
*Annie Cooper, Methodist Superior, Lr. Island Cove					
* The younger: prize winner					4 00
<i>Art Subjects and Penmanship.</i> —					
*Winnie Caldwell, Methodist College					
Blanche Simon, St. Bride's Academy, Littledale					
* The younger: prize winner					4 00

PRELIMINARY GRADE.

Two Jubilee Collegiate Scholarships of \$100. each.

(Confined to Outport Schools.)

1. Patrick Hogan, R. C. Superior, Carbonear.
2. Eloise B. Holmes, Methodist Superior, Wesleyville.

Nine Open Scholarships of \$20 each.

1. Clara Stein, St. Bride's Academy, Littledale.
2. Helen Fraser, Bishop Spencer College.
3. M. J. Savage, St. Bonaventure's College.
4. C. A. Cleary, St. Bonaventure's College.
5. Cicely Rendell, Miss Bright's School.
6. N. M. Duchemin, St. Bonaventure's College.
7. E. Hirst, Methodist College.
8. W. Tucker, Methodist College.
9. S. R. Steele, Bishop Feild College.

Subject Prizes.

<i>Scripture History</i> .—H. Saunders, C. E. High, Curling	...	...	\$4 00
<i>English</i> .—Lizzie Clarke, Mercy Convent, Military Road	} Tied.		
* Laura Darby, Methodist Superior, Carbonear			
Etta Snow, Methodist Superior, Bay Roberts			
* The youngest: prize winner	...	...	8 00
<i>History</i> .—M. J. Savage, St. Bonaventure's College	...	...	4 00
<i>Geography</i> .—F. Davis, C. E., Pool's Island	} Tied.		
* L. Fifield, C. E. High, Bonavista			
* The younger: prize winner	...	...	4 00
<i>Geometry</i> .—Stanley McDonald, Methodist Superior, Grand Bank	...	...	4 00
<i>Arithmetic</i> .—Lizzie Clarke, Mercy Convent, Military Road	} Tied.		
* Marjorie Crane, Bishop Spencer College			
Leslie R. Curtis, Methodist College			
Benj. P. Dewey, Methodist Superior, Greenspond			
N. M. Duchemin, St. Bonaventure's College			
Jessie Forsey, Methodist Superior, Grand Bank			
Patrick Hogan, R. C. Superior, Carbonear			
Eloise B. Holmes, Methodist Superior, Wesleyville			
Ernest Laing, C. E. High, Carbonear	}		
Gladys D. Thompson, Methodist Academy, Brigus			
* The youngest: prize winner	...	...	4 00

<i>Algebra.</i> —Bertha Bartlett, Methodist Academy, Brigus						} Tied.
Fred Davis, C. E., Pool's Island						
*William Wills, Methodist College						
John Wornell, Methodist College						
* The youngest: prize winner						\$4 00
<i>Book-keeping.</i> —Hannah Aylward, R. C. Superior, Fortune Harbour						} Tied.
Eloise B. Holmes, Methodist Superior, Wesleyville						
*E. Gordon King, Methodist, Bauline						
* The youngest: prize winner						4 00
<i>French.</i> —E. G. O'Hagen, St. Bonaventure's College						8 00
<i>Latin.</i> —Clara Stein, St. Bride's Academy, Littledale... ..						8 00
<i>Hygiene.</i> —R. Dunn, Methodist Superior, Salem						} Tied.
Althea Le Drew, Methodist, Change Islands						
*Stanley McDonald, Methodist Superior, Grand Bank						
Ethel Piercey, Private Study, Trinity East						
Bessie Warr, Methodist, Little Harbour						
Marjorie Wilcox, C. E. High, Heart's Content						
* The youngest: prize winner						4 00
<i>Plain Needlework.</i> —Katie Bowdring, St. Bride's Academy, Littledale						} Tied.
Alice Byrne, St. Bride's Academy, Littledale						
Lucy Collins, St. Bride's Academy, Littledale						
Rose Gardner, St. Bride's Academy, Littledale						
Mary F. Gosse, Convent, Torbay						
Katie Healey, St. Bride's Academy, Littledale						
Gertie Knight, Presbyterian College						
Annie O'Brien, St. Bride's Academy, Littledale						
*Nellie Yates, Methodist, King's Point						
* The youngest: prize winner						4 00
<i>Practical Music.</i> —Cicely Rendell, Miss Bright's School						4 00
<i>Shorthand.</i> —Hilda Neary, Presentation Convent						} Tied.
*Fredk. Thornhill, Congregational, Pool's Cove						
* The younger: prize winner						4 00
<i>School Management.</i> —Lizzie Clarke, Mercy Convent, Military Road...						4 00
<i>Art Subjects and Penmanship.</i> —						
Albert Guy, Methodist Superior, Catalina						4 00

PASS LISTS, 1909.

ASSOCIATESHIP (BOYS).

HONOURS DIVISION.

(None.)

FIRST DIVISION.—(*In alphabetical order.*)

Bishop, W. L., Bishop Feild College ; Brown, W., Bishop Feild College ; Carter, E. L., St. Bonaventure's College ; Clouston, T., Methodist College ; Curtis, P., Methodist College ; Fenwick, C., Methodist College ; Fox, J. E. J., St. Bonaventure's College ; Martin, A. R., Bishop Feild College ; Mifflin, S. C., Bishop Feild College ; Power, M. S., St. Bonaventure's College ; Robertson, A. S., Bishop Feild College ; Sharpe, E. L., St. Bonaventure's College.

SECOND DIVISION.—(*In alphabetical order.*)

Bishop, C., Bishop Feild College ; Cram, R., Methodist College ; Davis, C., Methodist College ; Dawe, V. C., Bishop Feild College ; Dwyer, T. R., Private Study, Holyrood ; Eagan, J. J., St. Bonaventure's College ; Grant, W. H., St. Bonaventure's College ; Hicks, G., Private Study, Grand Falls ; Kearney, S. J., St. Bonaventure's College ; McGrath, F. J., St. Bonaventure's College ; Strong, H., Methodist College ; Templeman, W., St. Bonaventure's College.

ASSOCIATESHIP (GIRLS).

HONOURS DIVISION.—(*In order of merit.*)

Fenwick, Alice, Methodist College ; Miller, Janet, Bishop Spencer College.

FIRST DIVISION.—(*In alphabetical order.*)

Carmichael, Rose, Private Study, Pool's Cove ; Frazer, Mary, Methodist College ; Horwood, Effie, Methodist College ; James, Grettra, Methodist College ; Joyce, Mary, Methodist College.

SECOND DIVISION.—(*In alphabetical order.*)

Harding, Susie C., Methodist Superior, Grand Bank; Miller, Stella, Bishop Spencer College; Pittman, Blanche, Bishop Spencer College.

INTERMEDIATE GRADE (BOYS).

HONOURS DIVISION.—(*In order of merit.*)

Hutchens, F., Bishop Feild College; Barron, J. A., St. Bonaventure's College; Coughlan, W. A., St. Bonaventure's College; Keating, F. J., St. Bonaventure's College; Morris, K., Methodist College; Jensen, F. E., C. E., Harbour Breton; Trebble, J., Bishop Feild College; Crawford, E. H., St. Bonaventure's College; Hayward, G. H., Methodist College; Hogan, J., R. C., Superior, Northern Bay; Nottle, E., Methodist Superior, Salem; Hollett, M., Methodist Superior, Great Burin; Diamond, A., Methodist College; Leonard, J. P., St. Bonaventure's College; Murphy, W., Methodist Superior, Catalina; Barnes, H., St. Bonaventure's College; Pope, H., Methodist Superior, Fogo; Curran, A. H., Methodist College; Mews, C. McD., Methodist College.

FIRST DIVISION.—(*In alphabetical order.*)

Bannister, J., C. E. High, Trinity East; Black, A., St. Bonaventure's College; Butler, H. A., C. E., Kelligrews; Churchill, F., Methodist, New Bay; Clarke, J. T., Methodist, Freshwater; Cleary, A., St. Bonaventure's College; Coughlan, J. J., St. Bonaventure's College; Crewe, J., Methodist Superior, Elliston; Crocker, J., C. E. High, Carbonear; Darby, R., Methodist Superior, Great Burin; Davis, J. S., Methodist Superior, Freshwater; Dawe, H., Private Study, King's Cove; Devereux, T. J., St. Bonaventure's College; Duder, F., Bishop Feild College; Duff, M., Bishop Feild College; Edgecombe, Albert, Methodist, Ochre Pit Cove; Frazer, D. M., Methodist College; Freebairn, B. W., St. Bonaventure's College; Flynn, T. J., R. C. Superior, Placentia; Grant, E. P., St. Bonaventure's College; Janes, W. H., Methodist, Hants Harbour; Jenkins, L., Methodist Superior, Twillingate; Jolliffe, J. C., Methodist, Old Perlican; Keneally, C. J., St. Bonaventure's College; Keating, P., R. C. Academy, Harbour Main; Knight, F. H., St. Bonaventure's

College; Loughlin, C. J., Methodist, Flat Island; Marks, J., C. E. High, Carbonear; Martin, E., Methodist College; Martin, H. W., Methodist, Britannia Cove; McEvoy, W. J., R. C., St. Jacques; Meehan, H. M., St. Bonaventure's College; Moores, H., Methodist, Blackhead; Morgan, I., Methodist College; Mott, T., St. Bonaventure's College; N., Private Study; Neal, D., Methodist College; Neary, E. J., St. Bonaventure's College; Oakley, H. S., Methodist Superior, Greenspond; Oke, E. L., Bishop Feild College; Oldford, R., Methodist College; O'Reilly, J. B., St. Bonaventure's College; Peach, E. G., Methodist College; Penney, J. G., Methodist College; Randell, E., C. E. High, Trinity East; Rawlins, E. J. M., St. Bonaventure's College; Rees, L., S. A., Springdale Street; Smith, S., St. Bonaventure's College; Squires, W., Bishop Feild College; Wells, H., Methodist Superior, Wesleyville; Woodford, J., R. C. Academy, Harbour Main.

SECOND DIVISION.—(*In alphabetical order.*)

Ashbourne, T. G., Methodist College; Barbour, J., Methodist, New Town; Barnes, G., C. E. High, Tilt Cove; Batson, H., C. E., English Harbour; Batten, C., C. E., Coley's Point; Bishop, L., Bishop Feild College; Bishop, W., Methodist Superior, Western Bay; Blackmore, H., C. E. High, Tilt Cove; Brown, C., Bishop Feild College; Burke, F. R., St. Bonaventure's College; Burke, L. P., St. Bonaventure's College; Burke, W. J., St. Bonaventure's College; Bursey, U., Methodist Superior, Lower Island Cove; Butt, G., Methodist, Blackhead; Butt, W., Methodist Superior, Western Bay; Camp, G., Bishop Feild College; Caravan, W., Methodist Superior, Bay Roberts; Casey, W. H., R. C. Academy, Harbour Grace; Cashin, L. V., St. Bonaventure's College; Coady, P. A., St. Bonaventure's College; Colbourne, T., Bishop Feild College; Conran, P. J., St. Bonaventure's College; Cook, G., Bishop Feild College; Cook, L., C. E. High, Trinity E.; Coombs, D., Bishop Feild College; Crummey, L., Methodist Superior, Western Bay; Curtis, C., Methodist Superior, Twillingate; Dawe, E., C. E., Kelligrews; Dawe, I., Methodist Superior, Cupids; Diamond, A. C., Methodist College; Dinn, M. F., St. Bonaventure's College; Du Bourdieu, T. M., St. Bonaventure's College; Eady, S., C. E., Salmon Cove E.; Ebsary, E., Bishop Feild College; Edgecombe, Arthur, Methodist, Parade Street; Farnham, M., Bishop Feild College; Ferguson, D., Presbyterian College; Foote, G., Methodist Superior, Carbonear; Forbes, W., Methodist Superior, Bonavista; Forristal, C., Methodist Superior, Catalina; Fowlow, Ralph, C. E. High, Trinity East; Fowlow, Richard, C. E. High, Trinity East; Gillingham, H. A., Methodist College; Goodland, J., C. E. High, Bonavista; Goodyear, B. J., Methodist

Superior, Musgrave Harbour; Gover, H., Bishop Feild College; Hall, J., Methodist, Newtown; Halley, P. F., St. Bonaventure's College; Hann, I., Methodist Superior, Wesleyville; Hefford, A., C. E., New Harbour; Janes, H. C., Methodist College; Lawrence, S., C. E., Bay L'Argent; Ledingham, P. G., St. Bonaventure's College; Le Drew, F., Methodist Superior, Cupids; Legge, W. J., C. E. High, Heart's Content; Le Valliant, A. H., C. E. High, Channel; Manuel, H. M., Methodist, Exploits; Martin, C., Bishop Feild College; McDonald, O. B., C. E. High, Burgeo; Mercer, E., Private Study, Shearstown; Miles, W. P., C. E. High, Bonavista; Moore, J., R. C. Superior, Bay De Verde; Moores, F., Methodist Superior, Freshwater; Moores, F., Methodist College; Moran, M., Methodist Superior, Salem; Mursell, C. H., Methodist, Little Bay Island; Newhook, R. C., Methodist, Jackson's Cove; Norris, S. E., St. Bonaventure's College; Norris, W., St. Bonaventure's College; Noseworthy, A., Methodist College; Oldford, S., Methodist, Musgrave Town; Parsons, C., Methodist College; Parsons, J. W., Methodist Superior, Freshwater; Parsons, M., Private Study, Harbour Breton; Parsons, W., Methodist Superior, Grand Bank; Parsons, W. E., Private Study, Harbour Breton; Pike, R., Methodist Superior, Twillingate; Pitcher, N., Private Study, Grand Bank; Powell, W., Methodist Superior, Bonavista; Roberts, D., Methodist Academy, Brigus; Robins, G., Bishop Feild College; Rowe, W. J., C. E. High, Heart's Content; Rowsell, H. J., C. E. High, Bonavista; Ryan, J. J., St. Bonaventure's College; Sanders, F., C. E. High, Curling; Saunders, W., C. E. High, Greenspond; Scammell, J. H., C. E., Change Islands; Seeley, T. G., Methodist, Bareneed; Sexton, E., R. C. Superior, Tilting; Shaw, G., Bishop Feild College; Shears, G. C., Bishop Feild College; Sheppard, R. W., C. E. Academy, Bay Roberts; Snow, H., Methodist Superior, Twillingate; Sparkes, P., Methodist Superior, Lr. Island Cove; Stevenson, W., Methodist College; Stick, L., Methodist College; Torraville, S., C. E. High, Joe Batt's Arm; Winsor, A., Methodist Superior, Wesleyville; Woolfrey, J., Methodist, Lewisporte; Woolfrey, W., Methodist, Lewisporte.

INTERMEDIATE GRADE (GIRLS).

HONOURS DIVISION.—(*In order of merit.*)

Murphy, Bridie, St. Bride's Academy, Littledale; Mansfield, Monnie, St. Bride's Academy, Littledale; Cooper, Annie, Methodist Superior, Lr. Island

Cove; Cornick, Florence, Bishop Spencer College; Mitchell, Marguerite, Methodist College; Costello, Gertrude, Mercy Convent, Military Road; Peters, Dorothy, Methodist College; Parsons, Almena, Convent, Burin N.; Simon, Blanche, St. Bride's Academy, Litledale; Way, Florrie, Methodist College; Smith, Mildred, Methodist Superior, Cupids; Burgess, Laura, Bishop Spencer College; Halfyard, Irene, Methodist College; Moore, Flossie, Methodist College; Fortune, Maggie, St. Bride's Academy, Litledale; Peach, Bessie, C. E. High, Carbonear.

FIRST DIVISION.—(*In alphabetical order.*)

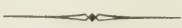
Ashbourne, Violet, Methodist College; Barnes, Laura, St. Bride's Academy, Litledale; Benson, Annie, Methodist College; Bowden, Pearl, Methodist, Pilley's Island; Brown, Ethel, Private Study, Bonavista; Brushett, Daisy, Methodist Superior, Great Burin; Brushett, Flossie, Methodist Superior, Great Burin; Bugden, Jennie, Methodist Superior, Burin S.; Burry, Minnie M., Methodist Superior, Greenspond; Butler, Effie, C. E., Kelligrews; Butler, Gertie, Methodist Superior, Greenspond; Caldwell, Winnie, Methodist College; Carmichael, Mollie, Presbyterian College; Carter, Becky, C. E. High, Channel; Costello, Maggie, St. Bride's Academy, Litledale; Dean, Bessie, Methodist College; Delaney, Frances, St. Bride's Academy, Litledale; Dinn, Bessie, Convent, Renews; Edgar, Lilian, C. E. High, Greenspond; Evans, Hattie, Methodist Superior, Grand Bank; Fenwick, Ethel, Methodist College; Fitzgerald, Katie, St. Bride's Academy, Litledale; Frew, Margaret, Methodist College; Frew, Mary, Methodist College; Gillingham, Winifred, Methodist Superior, Twillingate; Grant, Clara, Methodist College; Green, May, Bishop Spencer College; Hamrahan, Mary, St. Joseph's Convent, Harbour Grace; Hatch, Gertie, St. Bride's Academy, Litledale; Hinchey, Mary, R. C. Superior, Northern Bay; Hogan, Maud, R. C. Superior, Northern Bay; Hollett, Etta, Methodist Superior, Great Burin; Hutchings, Jessie, Methodist, Botwoodville; Inkpen, Belle, Methodist Superior, Great Burin; Jaynes, Ella, S. A., Springdale Street; King, Janet, Methodist College; King, Jessie, Methodist Superior, Fortune; Le Drew, Lily, Methodist Superior, Cupids; McDonnell, Nora, Private Study, Torbay; Miffin, Stella, St. Bride's Academy, Litledale; Miller, May, Bishop Spencer College; Mitchell, Jennie, Methodist Superior, Burin S.; Morris, Ada, Bishop Spencer College; Morris, Florence, Methodist, Little Bay Islands; Mulcahy, Bride, St. Bride's Academy, Litledale; Murphy, Minnie, St. Bride's Academy, Litledale; Mursell, Annie, Methodist, Little Bay Islands; Noonan, Bessie, Bishop Spencer College; Oke, Madge, C. E. High, Harbour Grace; O'Reilly, Laura, St. Bride's Academy, Litledale; Parsons, Ida, C. E., Change Islands;

Peddel, Ellie, Convent, Brigus; Pelley, Myra, Methodist College; Pippy, Pearl, Methodist College; Pittman, Eliza C., C. E. High, Tilt Cove; Power, Annie, St. Mary's Convent, Harbour Grace; Richards, Mary, Methodist, Bareneed; Roche, Nora, Convent, Renews; Ross, Margaret, C. E. High, Harbour Grace; Saunders, Edith, Bishop Spencer College; Shambler, Ethel, Bishop Spencer College; Shanahan, Lizzie, St. Bride's Academy, Littledale; Simon, Antoinette, St. Bride's Academy, Littledale; Somerton, Hilda, Bishop Spencer College; Spracklin, Lizzie, Methodist Academy, Brigus; Tobin, Alice, St. Joseph's Convent, Harbour Grace; Ward, Mildred, C. E. High, Harbour Grace; White, Alice, Methodist College; Whiteway, Hazel, Methodist College; Winsor, Katie, Methodist Superior, Carbonear.

SECOND DIVISION.—(*In alphabetical order.*)

Abbott, Mabel, C. E. High, Bonavista; Archibald, Mary, St. Bride's Academy, Littledale; Bailey, Annie, C. E. High, Harbour Grace; Bailey, Frances, Private Study, Trinity W.; Bailey, Susie, C. E. High, Trinity E.; Barbour, Emma, Methodist College; Bartlett, Mary, Bishop Spencer College; Brennan, Maud, R. C. High, Bay Roberts; Briffett, Mabel, Private Study, Glovertown; Brown, Emeline, Methodist Superior, Bonavista; Brown, Nellie, Methodist College; Churchill, Florence, C. E. Academy, Bay Roberts; Coaker, Viola M., C. E., Springdale Street; Collins, Lily, C. E. High, Catalina; Collins, Maggie, Convent, Placentia; Colton, Daisy, S. A., Springdale Street; Connolly, Mary, Private Study, Peace Cove; Dawe, Jessie, C. E. Academy, Bay Roberts; Daymond, Elizabeth, Bishop Spencer College; Daymond, Hope, Bishop Spencer College; Devereux, Margaret, Convent, Ferryland; Diamond, Maggie, Methodist College; Edgar, Olive, C. E. High, Greenspond; Fitzgerald, Nora, Methodist Superior, Fogo; Flynn, Honora, Convent, Burin N.; Forward, Kathleen, Methodist Superior, Carbonear; Fowlow, Katie, C. E., Trinity N.; French, Bessie, Methodist, Moreton's Harbour; French, Nellie, Methodist, Bareneed; Fry, Elsie, R. C. Superior, Portugal Cove; Gardner, Annabel, C. E. High, Trinity; Giles, Hilda, Methodist College; Guy, Mary, Methodist Superior, Twillingate; Hamilton, Alice, Convent, Carbonear; Harbin, Dulcie, Methodist Superior, Twillingate; Heater, Lavinia, C. E. High, Harbour Grace; Hewitt, Eleanor, Methodist Superior, Fortune; Hogan, Bride, Convent, Carbonear; Hollett, Phœbe, Methodist Superior, Burin S.; Hudson, Mary, Methodist Superior, Lr. Island Cove; Hull, Bertha, Methodist Superior, Twillingate; Humphries, Hilda, C. E. High, Fogo; Hyde, Elsie, C. E. High, Fogo; Hyde, Lizzie, C. E. High, Fogo; Ivimey, Bertha, Methodist Superior, Cupids; Janes, Ida M., Methodist Superior, Blackhead; Jardine, Hilda, C. E. Academy, Bay Roberts; Johnson, May,

Convent, Renew's; Jones, Laura B., Methodist, Little Bay Island; Kenny, Phenie, Convent, Conception; Keough, Maud, R. C. Superior, Tilting; Kerrivan, Bride, R. C. Superior, King's Cove; King, Beatrice, Methodist Academy, Brigus; Lake, Maud, Methodist Superior, Fortune; MacDonnell, Sarah, R. C., Salmonier; Martin, Blanche, C. E. High, Tilt Cove; Mercer, Flossie, Methodist Superior, Bay Roberts; Mercer, Zelah, Methodist Superior, Bay Roberts; Milley, Alberta, Convent, Burin N.; Milley, Elfrida, Methodist, Exploits; Milley, Virtue, Methodist Superior, Western Bay; Mooney, Mary, Convent, Placentia; Moore, Annie, S. A., Springdale Street; Moors, Jessie, Methodist Superior, Twillingate; Mullally, Lizzie, R. C. Superior, Northern Bay; Murley, Eliza, Methodist, Mortier Bay; Newman, Annie, C. E. High, Twillingate; Norman, Bessie, Methodist Superior, Cupids; Oake, Emily, C. E., Change Islands; Oake, Gertie, C. E., Change Islands; O'Neill, Daisy, R. C., Admiral's Cove; O'Neill, Mary, R. C., Admiral's Cove; Osmond, Nina, Methodist, Moreton's Harbour; Parsons, Katie, Presbyterian College; Pearcey, May, Bishop Spencer College; Perry, Belle, Methodist Superior, Catalina; Pike, Eugene, Methodist Superior, Freshwater; Pike, Florrie, Methodist Superior, Carbonear; Pilot, Agnes, Bishop Spencer College; Poole, Alice, Methodist Superior, Fortune; Poole, Maria, Methodist Superior, Grand Bank; Power, Mary A., St. Mary's Convent, Harbour Grace; Robertson, Evelyn, Bishop Spencer College; Rolls, Fanny, C. E. High, Bonavista; Rose, Bessie, Methodist College; Russell, Ethel, Bishop Spencer College; Sexton, Nora, St. Bride's Academy, Littledale; Shears, Jane, C. E., Robinsons; Sheppard, Edith L., C. E., Springdale Street; Snelgrove, Grace, Methodist Superior, Catalina; Somerton, Sarah A., Bishop Spencer College; Spracklin, Flora, Methodist Superior, Cupids; Strong, Emma, Methodist, Three Arms; Sullivan, Annie, Convent, Harbour Main; Swyers, Vashti, Private Study, Bonavista; Tait, Elsie, Bishop Spencer College; Taylor, Katie, Methodist Superior, Carbonear; Taylor, Madge, Methodist College; Templeman, Lizzie, C. E. High, Bonavista; Thistle, Jessie, Methodist College; Thompson, Florence, Methodist Academy, Brigus; Torrance, Ethel, C. E., Change Islands; Trapnell, Grace, Methodist Superior, Harbour Grace; Turner, Melinda, Methodist, Lewisporte; Wade, Maud, Convent, Conception; Walsh, Teresa, R. C., Western Bay; White, Lizzie, Convent, Burin N.; Williams, Beatrice, Central Training School; Winsor, Ida, C. E. High, Tilt Cove; Winsor, Lizzie, Methodist Superior, Wesleyville; Woodford, Clara, Convent, Harbour Main; Young, Eliza J., C. E., Upper Island Cove.



PRELIMINARY GRADE (BOYS).

HONOURS DIVISION. — (*In order of merit.*)

Hogan, P., R. C. Superior, Carbonear; Savage, M. J., St. Bonaventure's College; Cleary, C. A., St. Bonaventure's College; Duchemin, N. M., St. Bonaventure's College; Hirst, E., Methodist College; Tucker, W., Methodist College; Steele, S. R., Bishop Feild College; Sutherby, F. R., St. Bonaventure's College; Wornell, J., Methodist College; Noel, C. A., Methodist Superior, Freshwater; Davis, F., C. E., Pool's Island; Fifield, L., C. E. High, Bonavista; Laing, E., C. E. High, Carbonear.

FIRST DIVISION.—(*In alphabetical order.*)

Badcock, B., C. E. Grammar, Harbour Grace; Bartlett, D., Methodist College; Brown, A., C. E. Grammar, Harbour Grace; Brown, B., Methodist, Laurenceton; Browne, W. J., St. Bonaventure's College; Butler, H., Methodist Superior, Greenspond; Butler, J., C. E. High, Trinity East; Channing, J. B., St. Bonaventure's College; Coughlan, G. D., St. Bonaventure's College; Croucher, L. R., Bishop Feild College; Curtis, L. R., Methodist College; Devereux, F. J., St. Bonaventure's College; Dewey, B. P., Methodist Superior, Greenspond; Emerson, F. R., Bishop Feild College; Gushue, G., Methodist College; Hawker, W. C., C. E. High, Carbonear; Healey, F., R. C., Avondale; Hiscock, H., C. E. High, Fogo; Hollands, F., C. E. High, Trinity; Hopkins, R. N., C. E. High, Heart's Content; Hutchings, W. F. C., Methodist College; Jolliffe, A., Methodist College; Joyce, W., Methodist College; Kennedy, J. J., C. E. High, Kelligrews; King, E. G., Methodist, Bauline; Knight, H., St. Bonaventure's College; Leseman, R. B., St. Bonaventure's College; Little, J. H., Methodist Superior, Bonavista; Lunnen, C., C. E. High, Twillingate; McDonald, S., Methodist Superior, Grand Bank; McGrath, W. C., St. Bonaventure's College; Mifflin, F., C. E. High, Greenspond; Miller, W., C. E. Trinity, N.; Moore, L., R. C. Superior, Carbonear; Moores, G., Methodist, Salem; Norman, W., Methodist Superior, Cupids; Paul, R., Methodist, Epworth; Phillips, C., Methodist College; Pincock, T. A., Methodist Superior, Greenspond; Ploughman, J., C. E. High, Trinity East; Power, A. F., St. Bonaventure's College; Power, J., R. C. Academy, Harbour Grace; Rolls, H., C. E. High, Bonavista; Rose, M., Methodist, Salmon Cove; Rowe, A., C. E. High, Heart's Content; Russell, S., C. E. Academy, Bay Roberts; Ryan, J. J., St. Bonaventure's College; Sanders, H., C. E. High, Curling; Shears, B. H., Bishop Feild College; Short, R. J., Methodist Superior, Tilt Cove; Small, C., Methodist, Moreton's Harbour; Smith, W., Methodist College; Sparkes, C., Methodist College; Stick, M., Methodist College; Taverner, C., Methodist, Pilley's Island;

Taylor, L., Methodist Superior, Carbonear ; Templeman, D., Methodist College ; Thoms, J. E., C. E. High, Carbonear ; Trapnell, H., C. E. Grammar, Harbour Grace ; Wakely, H. C., Bishop Feild College ; Way, J., C. E. High, Bonavista ; Weir, G., Methodist, Little Bay Island ; Wills, W., Methodist College ; Winter, H. T., Bishop Feild College.

SECOND DIVISION.—(*In alphabetical order.*)

Andrews, A., Methodist College ; Baggs, J., Methodist, S. W. Arm, New Bay ; Baggs, W., Methodist, Salem ; Batson, V. C., Methodist College ; Batten, J., C. E., Bareneed ; Beck, W., C. E., St. Laurence ; Bennett, F., Bishop Feild College ; Bishop, R., C. E., Burnthead ; Black, J. T., St. Bonaventure's College ; Bonner, A., C. E. High, Heart's Content ; Bown, O., C. E., Pool's Island ; Brien, P. A., St. Bonaventure's College ; Brothers, P., R. C., Admiral's Cove ; Brown, F., Methodist Superior, Elliston ; Brown, H., Methodist Superior, Bonavista ; Brown, H., C. E., Pool's Island ; Brown, W., C. E., Pool's Island ; Bruce, H., Convent, St. Georges ; Bugden, T., C. E., Pool's Island ; Butt, H. T., Methodist Superior, Freshwater ; Butter, C., S. A., Springdale St. ; Caldwell, C. E., C. E. High, Kelligrews ; Canning, W., Methodist Superior, Musgrave Harbour ; Carew, C., C. E. High, Channel ; Carmichael, T., Presbyterian College ; Carter, L., C. E. High, Channel ; Cashin, R. J., St. Bonaventure's College ; Cole, C., Methodist Superior, Elliston ; Coleridge, W., Methodist Superior, Catalina ; Connors, J., R. C. Superior, Placentia ; Cornick, S. F., Bishop Feild College ; Costello, Martin, R. C. High, Conception ; Costigan, R. R., St. Bonaventure's College ; Cotter, T., C. E., New Perlican ; Coughlan, J. S., St. Bonaventure's College ; Crane, R., Bishop Feild College ; Crewe, F., C. E. High, Burgeo ; Davis, A., Methodist Superior, Greenspond ; Dawe, J., C. E., Coley's Point ; Dawe, S. G., Methodist Superior, Bay Roberts ; Dawe, W., C. E., Upper Gullies ; Dewey, W. J., Methodist Superior, Greenspond ; Duff, G., C. E. Grammar, Harbour Grace ; Dunn, J. D., St. Bonaventure's College ; Dunn, R., Methodist, Salem ; Eagan, W., R. C. Superior, King's Cove ; Edens, J. F., St. Bonaventure's College ; Edgecombe, S., Methodist, Ochre Pit Cove ; Ellis, A. J., St. Bonaventure's College ; Ellis, F. A., Bishop Feild College ; Emerson, G. M., St. Bonaventure's College ; Evans, J., Methodist, Adam's Cove ; Eveleigh, J. F., Methodist Superior, Tilt Cove ; Ewing, E. F., Bishop Feild College ; Field, L., C. E. High, Trinity East ; Fifield, I., C. E. High, Bonavista ; Fitzpatrick, W., R. C. High, Torbay ; Flynn, G., R. C., Avondale ; Fortune, A. L., St. Bonaventure's College ; Francis, C., Methodist, Salem ; Gardner, J., C. E. High, Heart's Content ; Garland, H., Methodist Superior, Lr. Island Cove ; Gill, S., Methodist, Newtown ; Goodyear, A., Methodist Superior, Musgrave Harbour ; Goodyear, J., Methodist, Millertown ; Gorman, P., R. C. Academy, Harbour

Main; Gosse, F., R. C. High, Torbay; Green, C., C. E. High, Trinity; Gushue, W., C. E., Brigus; Guy, A., Methodist Superior, Catalina; Hamilton, R., R. C., Chapel Side; Hancock, R., C. E. High, Tilt Cove; Hardy, J., Bishop Feild College; Hearn, P. J., R. C., Tilt Cove; Hefferton, S. J., C. E., Newtown; Hickman, C., Methodist Superior, Grand Bank; Horwood, A., S. A., Carbonear; Hounsell, D., C. E., Pound Cove; Howell, C., Presbyterian College; Hudson, A., Methodist Superior, Lr. Island Cove; Hudson, C., Methodist, Adam's Cove; Hudson, H., Methodist College; Hudson, W., Methodist, Adam's Cove; Humphries, P., Methodist, Cape Freels; James, T. L. C., Methodist College; Jensen, A. O., C. E., Harbour Breton; Keefe, A., C. E., Coley's Point; Keeping, A., Methodist College; Keough, J. O. C., St. Bonaventure's College; King, J., Methodist, Bauline; Knight, B., Methodist, Jackson's Cove; Lake, B. P., Methodist Superior, Fortune; Le Drew, B. W., C. E. High, Kelligrews; Leawood, K., Methodist, Britannia Cove; Legrow, F., Presbyterian College; Lench, T. A., Methodist Superior, Freshwater; Lench, W. H., Methodist Superior, Freshwater; Lilly, R., Bishop Feild College; Locke, A., C. E. High, Trinity; MacDonnell, J. B., St. Bonaventure's College; Mackay, E., C. E. High, Channel; Mahaney, M., C. E. High, Carbonear; Mahoney, L. P., R. C. High, Conception; Manuel, D., Methodist, Exploits; Matthews, G. D., Methodist, Pouch Cove; McEvoy, J. F., St. Bonaventure's College; McGrath, W. J., R. C. Superior, King's Cove; Mercer, J., C. E., Mercer's Cove; Mifflin, J., C. E. High, Greenspond; Miles, J., C. E. High, Bonavista; Miller, A., C. E. High, Joe Batt's Arm; Miller, N., Methodist, Hay Cove; Moore, J., R. C., Avondale; Moore, W., C. E., Springdale Street; Moores, A. T., Methodist Superior, Tilt Cove; Moores, E., Methodist Superior, Freshwater; Moors, R. T., Methodist, New Bay; Morgan, W., C. E. High, Channel; Murley, S., Methodist, Mortier Bay; Murray, A., C. E. Grammar, Harbour Grace; Mursell, B., Methodist, Little Bay Island; Newell, K., Methodist, Bareneed; Newman, A. S., Bishop Feild College; O'Brien, P. J., St. Bonaventure's College; O'Hagen, E. G., St. Bonaventure's College; Oke, C., Presbyterian College; Osmond, O., Methodist, Moreton's Harbour; Palmer, F. G., Methodist, Shoal Harbour; Pardy, M., Methodist, Little Harbour; Pardy, N., Methodist, Little Harbour; Parrott, E., C. E., Scilly Cove; Parsons, A., Methodist Superior, Wesleyville; Parsons, E. T., Methodist, Newtown; Parsons, P., Methodist, Cat Harbour; Payne, F., R. C., Harbour Breton; Pelley, E., Methodist, Lewisporte; Penny, G., C. E., English Harbour; Petten, H., C. E. High, Kelligrews; Piercey, H., S. A., Scilly Cove; Pike, C., Methodist College; Pike, S., Methodist Superior, Carbonear; Pitcher, H. P., C. E., Burgoyne's Cove; Poole, F. S., Methodist Superior, Fortune; Pope, W., Methodist, Fogo; Porter, A., C. E. High, Change Islands; Power, J., C. E. High, Carbonear; Primmer, G., Methodist, Barr'd Island; Randell, C.,

C. E. High, Fogo ; Read, J., C. E. High, Curling ; Reeves, G., C. E., St. Laurence ; Reid, E., Methodist, Green's Harbour ; Rendell, C., Bishop Feild College ; Rendell, F. G. A., Bishop Feild College ; Rennie, W., Presbyterian College ; Ross, J., C. E. Grammar, Harbour Grace ; Ross, W., Methodist College ; Rowe, L., C. E. High, Heart's Content ; Savin, J., St. Bonaventure's College ; Scammell, W., C. E. High, Change Islands ; Simmons, C., C. E. High, Fogo ; Smith, A. R., Bishop Feild College ; Smith, F. G., Methodist Superior, Fortune ; Smith, G., Methodist Superior, Cupids ; Smith, M., Methodist Superior, Cupids ; Smith, N. M., Private Study, Norman's Cove ; Somerton, F., C. E. High, Catalina ; Stone, H., Methodist Superior, Catalina ; Sweetland, E., C. E. High, Twillingate ; Synyard, H., C. E., Springdale St. ; Thistle, F. J., St. Bonaventure's College ; Thomas, E. R. M., Methodist College ; Thorne, R., R. C. High, Torbay ; Thornhill, F., Congregational, Pool's Cove ; Tilley, S. W., Methodist, King's Point ; Tilly, W. J., C. E. High, Kelligrews ; Torraville, H., C. E. High, Fogo ; Tulk, E., C. E., Burgoyne's Cove ; Wade, P. J., R. C. High, Conception ; Walters, E., C. E., Salmon Cove E. ; Way, M. B., C. E., Hermitage ; Westcott, G. A., C. E. High, Carbonear ; Wheeler, L., C. E., Keels ; Whelan, P. J., St. Bonaventure's College ; White, B., Methodist Superior, Catalina ; White, D., C. E., King's Cove ; White, F., Methodist Superior, Greenspond ; White, J. F., R. C. Superior, King's Cove ; Wilson, H., C. E. High, Trinity ; Wiltshire, H., Methodist Superior, L. Island Cove ; Winsor, F. A., Methodist Superior, Wesleyville ; Woodford, R., R. C., N. Arm, Holyrood ; Woodland, P., Methodist Superior, Musgrave Harbour ; Yates, W., Methodist, King's Point ; Young, J., Presbyterian College ; Young, S., R. C. Superior, Bay of Islands.

PRELIMINARY GRADE (GIRLS).

HONOURS DIVISION.—(*In order of merit.*)

Dawson, Florence, Mercy Convent, Military Road ; Fraser, Helen, Bishop Spencer College ; Stein, Clara, St. Bride's Academy, Littledale ; Holmes, Eloise B., Methodist Superior, Wesleyville ; Rendell, Cicely, Private School ; Clarke, Lizzie, Mercy Convent, Military Road ; Howley, Lizzie, Mercy Convent, Military Road ; Collins, Lucy, St. Bride's Academy, Littledale ; Leslie, Helen, Methodist, Whitbourne.

FIRST DIVISION.—(*In alphabetical order.*)

Avery, Susie, Methodist Superior, Burin S. ; Aylward, Hannah, R. C. Superior, Fortune Harbour ; Bartlett, Bertha, Methodist Academy, Brigus ; Blackall, Reta, Bishop Spencer College ; Bourne, Emma, C. E., Pinchard's

Island; Bowdring, Katie, St. Bride's Academy, Littledale; Briffett, Eleanor S., Methodist, Glovertown; Brushett, Beatrice, Methodist Superior, Great Burin; Brushett, Susie, Methodist Superior, Great Burin; Burden, Maud, S. A., Carbonear; Burton, Violet, Methodist, Shambler's Cove; Butt, Emily, Methodist Superior, Western Bay; Byrne, Alice, St. Bride's Academy, Littledale; Channing, Florence, Mercy Convent, Military Road; Clement, Dora, C. E. High, Channel; Coady, May, Convent, Burin N.; Collins, Ethel, Methodist, Flat Island; Conway, Annie, Convent, Renews; Cook, Bessie, C. E. High, Trinity East; Courage, Susie, C. E. High, Harbour Grace; Crane, Etta, S. A., Springdale Street; Crane, Marjorie, Bishop Spencer College; Crummey, Lizzie, Methodist Superior, Western Bay; Doody, Mary M., Convent, Carbonear; Driscoll, Gertie, Convent, Conception; Dunfield, Alice, Bishop Spencer College; Dwyer, Flossie, C. E. High, Harbour Grace; Dyett, Rita, Convent, St. Jacques; Farnham, Gladys, C. E. High, Heart's Content; Farrell, Helena, Convent, Ferryland; Farwell, Elsie, Methodist, Pardy's Island; Fitzpatrick, Alicia, Mercy Convent, Military Road; Forsey, Jessie, Methodist Superior, Grand Bank; Fowlow, Etta May, C. E., Trinity N.; Guy, Annie L., C. E. High, Trinity; Hall, Gladys, Bishop Spencer College; Hampton, Florence, Methodist Academy, Brigus; Harrington, Jose, Convent, Carbonear; Hayward, Althea, Bishop Spencer College; Hayward, Dorothy, Bishop Spencer College; Hennessey, Frances, Convent, Conception; Hollett, Hannah, Methodist Superior, Great Burin; Horwood, Rene, Methodist College; Inkpen, Classie, Methodist Superior, Burin S.; Ivany, Ethel, C. E. High, Trinity East; Jolliffe, Emeline, Methodist College; Jones, Amy, C. E. High, Trinity East; Keates, Phoebe, Methodist, Barr'd Island; Kennedy, Bertha, R. C. High, Holyrood; Kenny, Nancy, R. C., Riverhead, Fermouse; Keough, Agatha, Convent, Carbonear; King, Millicent, Methodist Superior, Fortune; Kirby, Annie, R. C. High, Holyrood; Knight, Gertie, Presbyterian College; Le Drew, Eliza, Methodist Academy, Brigus; Manuel, Maggie, Methodist Superior, Exploits; McEvoy, Pearl, Convent, St. Jacques; Mews, Lilla, Methodist College; Miffen, Mary, C. E. High, Bonavista; Mifflin, L. Maud, C. E. High, Harbour Grace; Morris, Marion, Methodist, Little Bay Island; Mullowney, Mary M., R. C. Superior, King's Cove; Murphy, Maggie, Convent, Brigus; Murray, Jennie M., Methodist, Adam's Cove; Neary, Hilda, Presentation Convent; Noble, Irene, Methodist, Nipper's Harbour; O'Brien, Annie, St. Bride's Academy, Littledale; O'Leary, Minnie, Mercy Convent, Military Road; O'Ryan, Gertrude, Convent, Conception; Parsons, Marguerite, Methodist College; Penney, Mary, R. C., Chapel Side; Penny, Marguerite, Convent, St. Jacques; Peters, Helen, Methodist College; Pratt, Nellie, Methodist College; Purchase, Mary, C. E. High, Twillingate; Robertson, Edina, Methodist College; Rowsell, Nettie, C. E. High, Bonavista; Ryan, Janie, R. C., Kingman's Cove; Saunders,

Maud, C. E. High, Greenspond; Smith, Mabel, Methodist, Hant's Harbour; Spencer, Ada, Methodist, New Bay; Story, Carrie, Methodist College; Taylor, Carrie, C. E., Moreton's Harbour; Thompson, Gladys D., Methodist Academy, Brigus; Torraville, Beatrice, C. E. High, Fogo; Vigus, Mabel, Methodist Superior, Burin S.; Wade, Agatha, Convent, Conception; Wagg, Bessie, Methodist Superior, Great Burin; Wagg, Jennie, Methodist Superior, Great Burin; Walshe, Bride, Convent, Renew's; Wheeler, Julia, Methodist, Shoal Brook; Wilcox, Marjorie, C. E. High, Heart's Content; Winsor, Emma, Methodist Superior, Wesleyville; Yates, Nellie, Methodist, King's Point; Young, Hattie, Convent, St. Jacques; Young, Maggie, C. E. High, Greenspond; Young, Olive, Methodist Superior, Twillingate.

SECOND DIVISION.—(*In alphabetical order.*)

Abbott, Ethel, Convent, St. George's; Allen, Bertha, C. E. High, Curling; Anstey, Emma, Methodist, Little Harbour; Anthony, Lily D., C. E., Barr'd Island; Baggs, Miriam, Methodist, Salem; Bailey, Chatfield, C. E., New Bonaventure; Bailey, Maud, C. E. High, Harbour Grace; Barrett, Ethel, Presbyterian College; Barron, Maud, R. C. Superior, Dunville; Batstone, Mary Jane, C. E., New Bonaventure; Battcock, Mary, Private Study, Caplin Bay; Belbin, Nellie, Methodist Superior, Bay Roberts; Bishop, Annie D., C. E., Hermitage; Bishop, Diana, C. E., Burnthead; Blackmore, Florence E., C. E., Pinchard's Island; Blackmore, Miriam, C. E. High, Tilt Cove; Bourden, Dulcie, Methodist, Bluff Head Cove; Bowden, Rene, Methodist College; Bowdring, Madeline, R. C. High, Bell Island; Bowers, Janie B., C. E., Nipper's Harbour; Bradbury, Gertie, Methodist, Carew Street; Bragg, Josephine, C. E. High, Greenspond; Brake, Veronica, R. C. Superior, Marystown; Brown, Ellen, Methodist, Musgrave Town; Brushett, Annie, Methodist Superior, Great Burin; Brushett, Mildred; Methodist Superior, Great Burin; Budden, Janie, Methodist, Perry's Cove; Bungay, Emily, Convent, Burin N.; Burke, Blanche, Convent, St. Jacques; Burry, Maggie, C. E. High, Greenspond; Burton, Gertrude, Methodist, Shambler's Cove; Butler, Edith, Methodist, Flat Island; Butt, Mary Hannah, Methodist Superior, Freshwater; Butter, Emma J., C. E. High, Kelligrews; Caldwell, Ethel Floeda, Private Study, Foxtrap; Callahan, Mary, R. C. Riverhead, Harbour Grace; Carroll, Katie, R. C. Superior, Fortune Harbour; Churchill, Gertie, Methodist, Pardy's Island; Churchill, Jessie, Methodist, New Bay; Clancy, Ida, Convent, Placentia; Clarke, Georgina T., Methodist Superior, Grand Bank; Cleary, Nellie, R. C. Superior, Bay Roberts; Clouston, Eleanor, Methodist College; Colford, Jessie, Convent, Burin N.; Collier, Effie, Methodist Superior, Fortune; Collins, Lettice, Methodist, Flat Island; Collins, Margaret, Convent, Placentia; Connolly, Beatrice, Convent, Brigus; Conway, Violet, St.

Bride's Academy, Littledale; Cook, Flossie, C. E. High, Trinity East; Coombs, Mildred, C. E. High, Fogo; Costigan, Cecilia, Convent, Harbour Main; Cram, Lilian A., Methodist, Green's Harbour; Cunningham, Decima, C. E. High, Burgeo; Cunningham, Phyllis, C. E. High, Heart's Content; Curren, Madge, Bishop Spencer College; Darby, Dulcie, Methodist Superior, Great Burin; Darby, Laura, Methodist Superior, Carbonear; Davis, Flora, Methodist Superior, Freshwater; Davis, Stella A., Methodist, Safe Harbour; Dawe, Annie M., C. E., Upper Gullies; Dawe, Emma, C. E., Coley's Point; Dawe, Phœbe E., C. E. High, Kelligrews; Day, Annie, Methodist, Old Perlican; Delaney, Stella, Convent, St. George's; Dicks, Avelina, Methodist, Hay Cove; Driscoll, Fanny, Methodist, New Melbourne; Dunn, Annie, R. C., Chapel Side; Dunphy, Mary, R. C. Superior, King's Cove; Dyett, Lena, Convent, St. Jacques; Earle, Lizzie M., C. E. High, Change Island; Eddy, Ethel M., Methodist, Boswarlas; Edgecombe, Lizzie, Methodist, Parade Street; Elliott, Florence, Methodist, Crowhead; Ellis, Carrie, Bishop Spencer College; Elms, Florence, Methodist Superior, Bay Roberts; Emberley, Aggie, C. E., Blaketown; Ezekiel, Agatha, Convent, Harbour Main; Fewer, Rachel, R. C., Chapel's Cove; Fiander, Annie, C. E., Coomb's Cove; Findlater, Mildred, Bishop Spencer College; Fleming, Sarah, Convent, Burin N.; Follett, Julia E., Methodist, Shoal Brook; Foote, Nina, Methodist College; Freeman, Ethel, Presbyterian College; French, Lillian, Methodist Superior, Harbour Grace; Gard, Clara, C. E. High, Fogo; Gardner, Clara, C. E., Springdale Street; Gardner, Rose, St. Bride's Academy, Littledale; Gear, May, Methodist College; Gibbons, Eliza P., Methodist, Cat. Harbour; Gosling, Frances, Private School; Gosse, Mary F., Convent, Torbay; Gosse, Triffie, C. E., Salmon Cove E.; Grant, Sophie, C. E. High, Trinity; Green, Marion, Methodist, Old Perlican; Griffin, Lizzie, R. C. Central, Colliers; Guy, Emmie, Methodist Superior, Carbonear; Guy, Lucy, Methodist Superior, Twillingate; Hall, Gertie, R. C., Cove Road; Hannon, Anastasia, Convent, Harbour Main; Hannon, Brigid, Convent, Harbour Main; Harnett, Julia, C. E., Wild Cove; Harris, Tryphena, C. E. High, Bonavista; Harris, Winifred, Methodist College; Hartigan, Lizzie, Convent, Placentia; Hatcher, Minnie, Methodist, Cat. Harbour; Hayward, Agnes P., Private School; Hayward, Edith, Bishop Spencer College; Hayward, Isobel, Methodist College; Hayward, Olive, Bishop Spencer College; Healey, Katie, St. Bride's Academy, Littledale; Healey, Rose, Convent, St. George's; Hearn, Mary, R. C. Central, Colliers; Hennessey, Ita, St. Bride's Academy, Littledale; Hewitt, Marion, Methodist Superior, Fortune; Hickey, Esther, Convent, Torbay; Hobbs, Minnie, C. E., Heart's Delight; Hoffman, Bride, Convent, Renews; Hollett, Mabel, Methodist Superior, Great Burin; Hollett, Sarah, Methodist Superior, Burin S.; Holmes, Ida, Methodist, Seldom Come-By; Homer, Georgina, Methodist Superior, Carbonear; Howard,

Hettie, Presentation Convent ; Hudson, Janie, Methodist, Adam's Cove ; Hudson, Susie, Methodist, Adam's Cove ; Hudson, Valetta, Methodist, Adam's Cove ; Hunt, Violet, C. E. High, Bonavista ; Hutchings, Edith, Methodist, Botwoodville ; Hyde, Dorothy, C. E. High, Fogo ; Jackman, Nellie, St. Bride's Academy, Littledale ; Jones, Gladys M., C. E. High, Upper Island Cove ; Jones, Lilian, Methodist, Little Bay Island ; Kean, Sophie, Methodist, Brookfield ; Keating, Mary, Convent, St. George's ; Kelly, Rita, R. C., Otterbury ; Kennedy, Bride, Convent, Trepassy ; Kennedy, Laura, R. C. High, Holyrood ; Kennedy, May, Convent, Brigus ; Kenny, Maggie, R. C., Riverhead, Fermeuse ; Keough, Sadie, R. C. Superior, Tilting ; Lahey, Mary, C. E., Heart's Delight ; Lahey, Susie, Methodist, Green's Harbour ; Lake, Alice, Methodist Superior, Fortune ; Lambe, Maggie, Convent, Brigus ; Lambert, Eliza, Methodist Superior, Harbour Grace ; Lawlor, Mollie, R. C., Portugal Cove ; Lawrence, Lillie, C. E. High, Bonavista ; Le Drew, Althea, Methodist, Change Island ; Le Drew, Maud B., Methodist, Bell Island ; Le Drew, Stella, Methodist College ; Legge, Evelyn, C. E., Southern Cove ; Legge, Lucy, C. E., Heart's Delight ; Lindahl, Selina, Methodist, Glenwood ; Little, Ida, Methodist Superior, Bonavista ; Lockyer, Mary C., R. C., Allan's Isle ; Long, Mabel, Methodist College ; Lynch, Dorothea, R. C., Western Bay ; MacDonald, Mary, R. C., Harbour Breton ; Mahar, Mary, R. C. Superior, Bay of Islands ; Major, Jessie, Bishop Spencer College ; Maloney, Bessie, R. C. High, Holyrood ; Manuel, Amelia, Methodist Superior, Exploits ; March, Hilda, Methodist, Old Perlican ; March, Winifred, Methodist, Old Perlican ; Marshall, Diademia, S. A., Carbonear ; Martin, Florrie, C. E. High, Tilt Cove ; Martin, Nettie, C. E. High, Tilt Cove ; Maunder, Hilda, Presbyterian College ; Mayers, Miriam, St. Bride's Academy, Littledale ; McDonald, Ellie, R. C., Cove Road ; McDonald, Gertie, R. C., Cove Road ; McGrath, Kathleen, Private Study ; McGrath, Mary, Convent, Torbay ; McLennon, Maggie, Convent, Placentia ; Meadus, Emily, Methodist Superior, Greenspond ; Mercer, Lorina, C. E., Mercer's Cove ; Miles, Gladys, C. E. High, Bonavista ; Moore, Emmie, C. E., New Harbour ; Moore, Ethel, Methodist Superior, Clarke's Beach ; Morgan, Cecelia, Methodist Superior, Clarke's Beach ; Morris, Mary, St. Bride's Academy, Littledale ; Murphy, Victoria, R. C. High, Bell Island ; Mursell, Clara, Methodist, Little Bay Island ; Myers, Agatha, R. C., Chapel's Cove ; Myrden, Emma, C. E. High, Harbour Grace ; Neal, Maud, Methodist College ; Newhook, Winnie, Methodist Superior, Carbonear ; Newman, Dorothy, Methodist Superior, Twillingate ; Newman, Trixie, C. E. High, Joe Batt's Arm ; Norcott, Margaret, R. C., Otterbury ; Nurse, Gladys, Bishop Spencer College ; Oake, Ida J., C. E. High, Change Island ; Oates, Doris, C. E. High, Heart's Content ; Oates, Helen, C. E. High, Heart's Content ; O'Connor, Mary, Presentation Convent ; O'Donnell, Lulu, R. C. High, Bell Island ; O'Flaherty, Fanny, R. C. Superior,

Northern Bay ; O'Hanlon, Eileen, R. C., Portugal Cove ; Oldford, F. Lily, Methodist Superior, Freshwater ; Oldford, Hilda, Methodist, Musgrave Town ; O'Reilly, Annie, Convent, Placentia ; Parrott, Beatrice, C. E., Scilly Cove ; Parrott, Lilian, C. E., Scilly Cove ; Parsons, Edith, C. E., Coley's Point ; Parsons, Irene, Methodist College ; Parsons, Jessie, Methodist, Perry's Cove ; Parsons, Marjorie, Bishop Spencer College ; Parsons, Rosa, C. E. High, Harbour Grace ; Parsons, Winifred, Methodist, Lush's Bight ; Patten, Lucy, Methodist Superior, Grand Bank ; Patten, Sarah, Methodist Superior, Grand Bank ; Payne, Alice, C. E., Southside ; Payne, Nellie, C. E. High, Fogo ; Payne, Winnie, C. E. High, Twillingate ; Pelley, Rose, Methodist, Dog Bay ; Penney, Katie, Convent, Burin N. ; Penney, Nellie, Methodist, Seldom Come-By ; Penney, Victoria B., C. E., Keels ; Penston, Elsie, Bishop Spencer College ; Perry, Gladys, Methodist, Fogo ; Perry, Susie, Methodist, Carmanville ; Peters, Ellie, R. C., Harbour Breton ; Piercey, Ethel, Private Study, Trinity East ; Pike, Alice, Methodist College ; Pike, Gladys S., Methodist, Bell Island ; Pittman, Eda, C. E. High, Tilt Cove ; Pugh, Mollie, C. E. High, Harbour Grace ; Quinn, Kitty, St. Bride's Academy, Litledale ; Reeves, Elsie, Methodist, Flat Island ; Reeves, Violet, Methodist, Flat Island ; Reid, Mary, R. C., Riverhead, Fermeuse ; Reid, Nellie, C. E., Heart's Delight ; Rendell, Alice, C. E. High, Heart's Content ; Rendell, Marion, C. E. High, Heart's Content ; Rennie, Muriel, Methodist College ; Roberts, Georgina, Methodist, Bluff Head Cove ; Roberts, Gertie, Methodist, Bluff Head Cove ; Romaine, Ellen, Methodist, Musgrave Town ; Russell, E. Maud, Methodist Superior, Musgrave Harbour ; Russell, Mary, R. C., Riverhead, Harbour Grace ; Ryan, Alice, Convent, Trepassey ; Samson, Elsie, C. E., Harbour Buffett ; Schumpf, Mary, R. C., Stephenville ; Shanahan, Angela, R. C. High, Bell Island ; Shano, Emma, Methodist Superior, Lower Island Cove ; Shea, Alice, R. C., Barron Island ; Shea, Lizzie, R. C. Superior, Fortune Harbour ; Shea, Margaret, R. C., Barron Island ; Shea, Mary, St. Joseph's Convent, Harbour Grace ; Sheehan, Annie, Convent, Renews ; Sims, Dorothy, C. E., Harbour Breton ; Smith, Maggie, S. A., Springdale Street ; Snook, Minnie J., C. E., New Perlican ; Snow, Beatrice, Bishop Spencer College ; Snow, Elfrida, Methodist Superior, Clarke's Beach ; Snow, Ethel, Methodist Superior, Clarke's Beach ; Snow, Etta, Methodist Superior, Bay Roberts ; Somerton, Cicely, C. E., Portugal Cove ; Spencer, Sarah, Methodist Superior, Fortune ; Stack, Hannah, St. Bride's Academy, Litledale ; St. John, Nellie, Convent, Conception ; Stokes, Esther, Methodist, Cape Freels ; Sullivan, Gertie, Convent, St. George's ; Sullivan, Mary, Convent, Harbour Main ; Sullivan, Mary A., R. C. Superior, King's Cove ; Tait, Kate, C. E. High, Heart's Content ; Taylor, Jean, Central Training School ; Taylor, Mildred, Methodist Superior, Cupids ; Taylor, Susie, Methodist Superior, Burin S. ; Templeman, Ella, C. E. High, Bonavista ; Thistle, Claris, Methodist,

King's Point; Thistle, Delphine, Methodist, King's Point; Thistle, Rowena, Methodist, Little Bay Island; Thorne, Agnes, Convent, Torbay; Thorne, Catherine, Convent, Torbay; Thorne, Mahala, C. E., Norman's Cove; Tibbo, Hazel, Methodist Superior, Grand Bank; Tiller, Annie, Methodist Superior, Wesleyville; Tremlett, May, R. C., Mount Carmel; Trickett, Jessie M., C. E., Spout Cove; Trickett, Mary, C. E., Spout Cove; Tucker, Cornelia, Methodist Superior, Carbonear; Tucker, Ida May, Bishop Spencer College; Vokey, Susie, S. A., Dildo; Walsh, Lizzie, R. C. Superior, Marystown; Walsh, Mena, R. C., Bacon Cove; Warr, Bessie, Methodist, Little Harbour; Waterman, Maud, C. E. High, Change Island; Webber, May, C. E. High, Tilt Cove; Whelan, Maggie, Convent, Placentia; White, Dorothy C., Bishop Spencer College; White, Sarah, Methodist Superior, Greenspond; Wilcox, Edna L., Methodist, Bell Island; Williams, Agnes, Convent, Ferryland; Woundy, Hilda, Methodist Superior, Grand Bank; Young, Bertha M., C. E. High, Upper Island Cove; Young, Maud, C. E. High, Heart's Content; Young, Maud, Methodist Superior, Twillingate.

PRIMARY CERTIFICATE EXAMINATION.

Abbott, F., Methodist Superior, Musgrave Harbour; Abbott, Malinda, C. E., Port au Bras; Abbott, Mary, C. E. High, Bonavista; Abbott, Maud, C. E. High, Bonavista; Abbott, Polly, Methodist, Centenary Hall; Adams, Katie, Central Training School (Girls); Allen, Evelyn, Methodist, Bay of Islands; Allen, Mary, C. E., Bonne Bay; Allen, Nellie, C. E., Bonne Bay; Anderson, Agnes, Bishop Spencer College; Anderson, Jean, Bishop Spencer College; Andrews, Elsie, C. E. High, Harbour Grace; Angel, H., Methodist College; Anthony, Ada I., Methodist, Seldom Come-By; Anthony, Tamar, S. A., Pilley's Island; Archibald, G., C. E. High, Heart's Content; Ash, Emily, C. E. High, Harbour Grace; Ash, Maisie, C. E. High, Channel; Aylward, R., R. C., Admiral's Cove.

Badcock, Lizzie, Methodist Superior, Bay Roberts; Baggs, Clara, Methodist, Salem; Bailey, Rita, C. E. High, Harbour Grace; Baker, Alice, R. C. Superior, Marystown; Baker, Cecelia, Methodist, Mortier Bay; Baker, Janet, C. E., Fogo; Baker, Katie, R. C. Superior, Marystown; Ball, Susie, Methodist, Laurenceton; Bamberry, J., Congregational, Pool's Cove; Banfield, Laura, C. E., Bay L'Argent; Bannister, W., C. E. High, Trinity E.; Barbour, Annie H., Methodist, Newtown; Barnes, Ada, Presbyterian College; Barnes, Gwen G., C. E. High, Tilt Cove; Barnes, Lettie, Methodist, Pilley's Island; Barnes,

May, Methodist, Pilley's Island; Barnes, W., Methodist, Topsail; Barrett, Ethel, Methodist, Carew Street; Barron, Ellie, R. C., Dunville; Barter, Annie, S. A., Springdale Street; Bastow, L., Methodist College; Batson, E., Methodist, Trinity E.; Batstone, A. E., Methodist, Nipper's Harbour; Batstone, Mary E., Methodist, Nipper's Harbour; Batten, K., C. E., Coley's Point; Bendell, S. A., C. E., Springdale Street; Bennett, Angela, R. C. High, Holyrood; Bennett, Bella, Methodist College; Bennett, Sophie B., Methodist Superior, Exploits; Bennett, V. S., Bishop Feild College; Benson, Mamie, Methodist, Portugal Cove; Bishop, E., Methodist Superior, Greenspond; Bishop, Emily, Methodist Superior, Wesleyville; Bishop, G. H., Bishop Feild College; Bishop, M., Methodist College; Borden, Nora, Methodist, Durrell's Arm; Bowden, H., Methodist, Pilley's Island; Bowden, H., Methodist College; Bowden, Winnie, Methodist College; Bowering, Eva, C. E., Coley's Point; Boyd, Evelyn, Bishop Spencer College; Boyle, H., Methodist Superior, Carbonear; Bradley, E. D., Methodist, Lewisporte; Bradley, Ida, Methodist Superior, Musgrave Harbour; Brennan, Agnes, R. C., Bay Roberts; Brien, F. W., R. C. Academy, Harbour Grace; Brown, Alice, C. E., Port au Bras; Brown, Annie, R. C., Barron Island; Brown, B., C. E. High, Bonavista; Brown, Barbara, Methodist Superior, Bonavista; Brown, J., R. C., Barron Island; Brown, Mary, Methodist, Burin S.; Brown, Maud, C. E. High, Harbour Grace; Brushett, Emma, C. E., Springdale St.; Bryan, Millicent, R. C. Superior, Tilting; Buckle, Gertrude, R. C., Corner Brook; Budgell, P., Methodist, Pilley's Island; Bugden, A., Central Training School (Boys); Burgess, A. N., R. C., Burin N.; Burke, A., Convent, St. Jacques; Burry, N., Methodist, Glovertown; Burt, Bessie, Methodist, Green's Harbour; Butler, F. M., Methodist, Topsail; Butler, I., C. E. High, Trinity E.; Butt, A., C. E. High, Heart's Content; Butt, Annie, Methodist Superior, Grand Bank; Butt, J., C. E., Bonne Bay; Butt, Louie, Methodist Superior, Western Bay; Butt, M., Methodist Superior, Freshwater; Butt, Maggie, Methodist Superior, Grand Bank.

Caldwell, Lilla, Methodist, Centenary Hall; Camp, Lucretia, C. E., Pushthrough; Camp, S., C. E., Pushthrough; Cantwell, Sarah, Amalgamated School, Grand Falls; Carroll, J. F., R. C. Superior, Placentia; Carroll, Laura, R. C., Chapel Side; Carroll, Winnie, St. Mary's Convent, Harbour Grace; Casey, Gertie, St. Joseph's Convent, Harbour Grace; Cashin, Mary, R. C., Military Road; Chafe, H. R., Bishop Feild College; Cheeseman, Alice, C. E., Port au Bras; Churchill, Blanche, Methodist, Portugal Cove; Clarke, Florence, R. C., Avondale; Clarke, G., Methodist Academy, Brigus; Clouston, E., Presbyterian College; Clouter, Sophie Grace, Methodist Superior, Elliston; Codner, Ethel, C. E., Torbay; Codner, Maria, C. E., Torbay; Colbourne, E., Amalgamated School, Grand Falls; Collins, B., R. C. Superior, Placentia;

Collins, Bertha, Methodist, Newtown; Collins, Eliza, Methodist, Flat Island; Collins, Maud, R. C., Branch; Collins, Selina, Convent, Placentia; Colton, M., S. A., Springdale Street; Combie, Lucie, R. C., Barron Island; Connors, W. M., R. C. Academy, Harbour Grace; Conway, Rose, Convent, Placentia; Cook, B., C. E. High, Trinity E.; Cook, Laura, C. E., South Side, St. John's; Cook, W., Bishop Feild College; Cooke, Aileen, Mercy Convent, Military Road; Cooper, B., C. E., Pushthrough; Cooper, C., Methodist, Lower Island Cove; Cornick, E. H., Bishop Feild College; Cornick, Eva, Bishop Spencer College; Cornick, F., Bishop Feild College; Cornick, R. A., Bishop Feild College; Cornick, Stella, Bishop Spencer College; Cotter, W. J., C. E., New Perlican; Courtney, Violet, Methodist Superior, Grand Bank; Cox, Gladys, Methodist, Blackhead; Cramm, J., Methodist, Salem; Crane, W., Methodist, Channel; Cranford, E., C. E., New Harbour; Crawley, J., R. C. High, S. Side, Holyrood; Crawley, Mary, R. C. High, S. Side, Holyrood; Croke, May, Convent, Placentia; Croucher, A. V., Bishop Feild College; Croucher, Kittie, C. E. High, Harbour Grace; Crummey, Daisy, Methodist Superior, Western Bay; Cuff, Beatrice, Methodist Superior, Musgrave Harbour; Cunningham, C., C. E. High, Tilt Cove; Cunningham, Ivy, C. E., Burgeo; Curnew, G., C. E. High, Curling; Curren, F., Methodist College; Curtis, Clara, S. A., Springdale Street; Curtis, V., Methodist, Burgeo.

Dalton, Maggie, Methodist Superior, Western Bay; Dalton, Margaret, Convent, Harbour Main; Dalton, R., Methodist, Little Catalina; Dalton, Susie, Methodist, Little Catalina; Darby, H., Methodist, Burin S.; Davis, Mabel, Methodist Superior, Greenspond; Davis, Sophia, Methodist Superior, Harbour Grace; Dawe, A., C. E. Academy, Bay Roberts; Dawe, Gertrude, C. E. Academy, Bay Roberts; Dawe, K. M., C. E., Topsail; Dawe, T., C. E., Coley's Point; Day, C. A., Methodist, Old Perlican; Day, E., Methodist, Old Perlican; Day, Ella M., C. E., Salt Harbour; Daymond, J., Methodist College; Delaney, Annie, R. C., Cupids; Devereux, Kitty, R. C., Avondale; Devereux, T., R. C., Avondale; Devine, Annie, Convent, Renew's; Diamond, Lizzie, Methodist Superior, Catalina; Diamond, Nellie, Methodist, Adam's Cove; Dowden, Doris, Bishop Spencer College; Dowding, J., Methodist, Summerville; Downey, Aggie, R. C., Branch; Ducey, Anna, R. C. Superior, Marystown; Duder, Jessie, Methodist, Pilley's Island; Duffett, Eva M., Methodist, Parade Street; Duley, L., Methodist College; Dunfield, Joyce, Bishop Spencer College; Dunphy, Mary E., R. C., Tor's Cove; Dunphy, W., R. C., Tor's Cove; Dwyer, J., R. C. High, Bell Island; Dwyer, J., R. C. Superior, Tilting; Dwyer, Katie, Methodist, Fogo; Dyett, Bessie, Convent, St. Jacques.

Edgar, E., C. E. High, Greenspond; Edwards, S., C. E. High, Catalina; Elliott, E., C. E. High, Change Islands; Elliott, J., Methodist, Parade Street;

Elliott, Louise, Methodist, Crowhead; Ellis, Ada, Bishop Spencer College; Ellis, E, Bishop Feild College; Ellis, Winnie, Bishop Spencer College; Etheridge, G., C. E., Salmon Cove E.; Evans, J., Convent, St. Jacques; Evans, J., Methodist Superior, Grand Bank; Evans, Lucy, Methodist, Pouch Cove; Evans, Maud, Methodist Superior, Bay Roberts.

Fahey, Veronica, R. C., Western Bay; Fennemore, R., Methodist, Barr'd Islands; Fifield, Barbara, C. E., Twillingate; Fifield, Nellie, Methodist Superior, Catalina; Finn, R., R. C., Spaniard's Bay; Fitzgerald, J. C., Bishop Feild College; Fitzgerald, Minnie, R. C., Mobile; Flynn, Mollie, St. Joseph's Convent, Harbour Grace; Foley, Belle, R. C. Superior, Tilting; Foley, Lizzie, St. Joseph's Convent, Harbour Grace; Foley, Mary, R. C. High, Holyrood; Fookes, C., C. E. High, Change Islands; Foote, H., Methodist Superior, Carbonear; Forsey, Claude, Methodist Superior, Grand Bank; Forsey, Curtis, Methodist Superior, Grand Bank; Forward, Maud, C. E., Burgeo; Fraser, O., Methodist College; Fraser, S., Methodist College; Freake, D., Methodist, Lewisporte; French, Martha, Convent, Brigus; Fry, Beatrice, Methodist College.

Galliot, Susie, C. E., Bonne Bay; Gardner, Nellie, C. E. High, Greenspond; Gardner, Victoria M., C. E., British Harbour; Garf, F., C. E., Springdale St.; Garland, Gladys, Methodist, Carew Street; Garland, S., S. A., Springdale St.; Gear, W., Methodist College; Gibb, Marion, Methodist College; Gill, Phoebe, C. E., Pinchard's Island; Gillespie, S., R. C. Superior, Fortune Harbour; Gillis, Angela, R. C., Highlands; Goldstone, H., Bishop Feild College; Goobie, Mamie, Methodist College; Goodland, Beatrice, Bishop Spencer College; Gosse, Elizabeth, Convent, Torbay; Gosse, Mary B., Convent, Torbay; Gosse, S., R. C. High, Torbay; Gough, C. J., Methodist Superior, Elliston; Grandy, Annie, C. E., Garnish; Grandy, G., Methodist, Garnish; Grandy, Mildred, Methodist, Garnish; Grant, E., Methodist College; Gray, Sarah J., C. E., Coley's Point; Green, J., Methodist, Scilly Cove; Green, Sarah, Methodist, Hants Harbour; Green, Susie, Methodist, Harry's Harbour; Greenland, Minnie, C. E., Coley's Point; Groves, Rebecca, C. E. High, Bonavista; Gulliford, Laura, Methodist, Hants Harbour; Gushue, Beatrice, Methodist Academy, Brigus; Guy, Mary, C. E. High, Trinity; Guy, Nellie, Methodist, Pilley's Island.

Halfyard, Hilda, Methodist, Ochre Pit Cove; Haliburton, Ella, C. E., Bonne Bay; Haliburton, J., C. E., Bonne Bay; Hall, E., Methodist College; Hallett, Edna, Bishop Spencer College; Hampton, Siddie B., Methodist Academy, Brigus; Hanlon, Mary, R. C., North River; Hanniford, Leanie, Methodist, Great Burin; Harbin, Irene, Methodist Superior, Twillingate; Harding, Beatrice, Methodist Superior, Greenspond; Harding, Jessie,

Methodist Superior, Greenspond ; Hare, Bessie, C. E., Burgeo ; Harris, G. G., Methodist, Burgeo ; Harris, Hattie, C. E. High, Bonavista ; Harris, Jessie, C. E. High, Bonavista ; Harris, Sarah, Methodist Superior, Grand Bank ; Hatfield, Lizzy, R. C., Tor's Cove ; Hawkins, Elsie, C. E. High, Change Islands ; Hayes, M., R. C. Academy, Harbour Grace ; Haynes, Lilian, Methodist, Parade Street ; Hayward, Vera, Bishop Spencer College ; Head, J., R. C. Superior, Fortune Harbour ; Hicks, J., Methodist Superior, Elliston ; Hill, H., Bishop Feild College ; Hillier, Matilda A., S. A., Dildo ; Hillyard, Ethel, Methodist College ; Hillyard, R., Methodist College ; Hoban, Hetty, Methodist, Burin S. ; Hoban, Violet, Methodist, Burin S. ; Hobbs, Hannah S., Methodist Superior, Elliston ; Hobbs, Mildred, C. E., Heart's Delight ; Hobbs, S., C. E., Heart's Delight ; Hodge, Muriel, Methodist, Fogo ; Hogan, F., R. C. Academy, Carbonear ; Hollett, Beatrice, Methodist, Great Burin ; Hookey, W., C. E., Kelligrews ; Hopkins, Barbara, C. E. High, Heart's Content ; Hopkins, Lizzie, Methodist Superior, Carbonear ; Hopkins, R., C. E. High, Heart's Content ; Horwood, S. B., S. A., Carbonear ; Hounsell, A., C. E., Pound Cove ; House, G., Methodist Superior, Twillingate ; Howell, D., Methodist Superior, Carbonear ; Howell, Nancy, Methodist Superior, Carbonear ; Howell, W., S. A., Carbonear ; Howlett, Mary, R. C., Tor's Cove ; Howse, Daisy, Methodist, North West Arm ; Howse, Fanny, Methodist, North West Arm ; Howse, Hilda, Methodist, North West Arm ; Hudson, Annie G., Methodist, Adam's Cove ; Hussey, Annie, S. A., Springdale Street ; Hyde, Annie, C. E., Fogo ; Hyde, Daisy, Methodist Superior, Grand Bank.

Ings, Mary, Methodist, Kettle Cove ; Ireland, Ethel, Amalgamated School, Grand Falls ; Ivany, G., Methodist, Trinity E.

Jackman, Florrie, R. C. High, Bell Island ; Jackson, Clara, C. E., Coley's Point ; Jamieson, C., Presbyterian College ; Janes, Clare, Methodist, Hants Harbour ; Janes, E., Methodist Superior, Carbonear ; Janes, F., Methodist College ; Janes, Hilda, Methodist Superior, Carbonear ; Janes, H. L., Bishop Feild College ; Janes, Lucy, Methodist, Blackhead ; Janes, Mariana, Methodist, Blackhead ; Janes, Violet, Methodist, Clarendville ; Jennings, E., Methodist, Parade Street ; Jennings, Lucy, C. E., Moreton's Harbour ; Jensen, Fanny (2), C. E., Harbour Breton ; Jerrett, E., Methodist Academy, Brigus ; Jocelyn, Mollie, Presbyterian College ; Johnson, J. F., R. C., Job's Cove ; Joyce, Winnie, Methodist, Burin S. ; Johnston, Blanche, Presbyterian College ; Jones, Helen, C. E. High, Trinity E. ; Jones, Mary, Mercy Convent, Military Road ; Jure, F. W., Methodist, Laurenceton.

Keating, Amelia, Methodist Superior, Grand Bank ; Keating, Mary, Convent, Harbour Main ; Kelly, Bride, R. C., Avondale ; Kelly, H., C. E., Coley's Point ; Kelly, Lillian, Convent, Placentia ; Kelly, Lilly, C. E., Seal

Cove; Kendall, Ray, Presbyterian College; Kennedy, Florence, Methodist Superior, Western Bay; Kennedy, L., R. C. Academy, Harbour Grace; Kent, Gertie, Bishop Spencer College; King, Esther, Methodist Superior, Fortune; King, Mabel J., Methodist, Salem; King, Winnie, Methodist, Hants Harbour; Kingsbury, Mary A., C. E., Twillingate; Knell, Bella, Methodist, Bluff Head Cove; Knight, Daisy, Methodist, Jackson's Cove; Knight, W., Presbyterian College.

Laite, H., Methodist, Britannia Cove; Lake, Katie, R. C., Branch; Langmead, Barbara, Presbyterian College; Lawrence, A., C. E. High, Bonavista; Lawton, Lizzie, R. C., King's Cove; Layman, Nellie, C. E., Fogo; Le Drew, Belle, Methodist, Change Islands; Le Drew, Bessie, S. A., Triton; Lee, Ethel, Convent, St. Jacques; Legge, Ethel, C. E., Petty Harbour; Legge, P., C. E. High, Heart's Content; Legrow, Sadie, Methodist, Salem; Leiver, Maud, R. C., Waldron's Cove; Le Marquand, M., Methodist College; Le Mesurier, P. S., Bishop Feild College; Le Mesurier, R. H., Bishop Feild College; Le Roux, A., Convent, St. George's; Leseman, W., Methodist College; Leslie, Ada, Methodist, Whitbourne; Lilly, Flora, C. E. High, Trinity; Lindsay, H., Methodist College; Lodge, Maggie, Methodist Superior, Catalina; Lodre, Bethia, C. E. High, Change Islands; Lorenzen, Nellie, Methodist, Garnish; Loughlin, Gertie, Methodist, Flat Island; Luby, Katie, R. C., Tor's Cove; Lucas, Carrie, Methodist Superior, Grand Bank; Luff, Minnie, Methodist, Barr'd Islands; Lunnen, Meda F., C. E., Twillingate; Luscombe, H., Central Training School (Boys); Luther, Ella Louise, C. E., Twillingate; Lynch, Lizzie, R. C. Superior, Bay of Islands; Lyver, Mary, R. C. Superior, Fortune Harbour.

Maddock, Margie, Methodist Superior, Carbonear; Madigan, W. R., R. C. Academy, Harbour Grace; Mahoney, Jessie, R. C. Superior, Tilting; Major, Olive, Bishop Spencer College; Maloney, Stella, R. C. High, Holyrood; Manuel, G. J., Methodist Superior, Exploits; Manuel, J., Methodist Superior, Exploits; Manuel, Meta V., Methodist Superior, Exploits; Manuel S., Methodist, Lewisporte; March, Gladys, Methodist, Green's Harbour; March, Mary I., R. C., Port au Port; Martin, C. H., Bishop Feild College; Martin, Doris, Bishop Spencer College; Martin, Emily, C. E., Bonne Bay; Martin, Hazel F., Methodist, Bell Island; Martin, W., Methodist College; Mason, Joseph (2), R. C., Avondale; Matthews, Eleanor, C. E., New Perlican; Matthews, Hattie, C. E., Burgeo; Matthews, Lilian, C. E., Burgeo; Matthews, Maud, C. E., Burgeo; Maunder, Flossie, Central Training School (Girls); Maunder, R., Presbyterian College; Mayo, Lily, Methodist, Pardy's Island; McCrowe, Mary, Convent, Burin N.; McGrath, Mary, Convent, Carbonear; McGrath, Nellie, R. C. Superior, Tilting; McGuire, B., R. C. High, Torbay;

McLaughlin, Angela, Methodist Superior, Catalina; Mead, Ellen, C. E., Hermitage; Meaney, Mollie, R. C., Trinity; Mercer, Flo, Methodist Superior, Bay Roberts; Mercer, Janet, Methodist Superior, Bay Roberts; Mercer, Violet, Methodist Superior, Bay Roberts; Mercer, W., Methodist Superior, Harbour Grace; Mews, J. C., Methodist, Bell Island; Middleton, Harriet, C. E., Nipper's Harbour; Miles, Laura, C. E. High, Catalina; Miller, Bessie, Methodist, Carew Street; Miller, Blanche, Methodist College; Miller, Maggie, Methodist, Fogo; Miller, Maud, C. E. High, Joe Batt's Arm; Mills, Florence, Methodist, Pilley's Island; Mitchell, Edith, Methodist, Carew Street; Mitchell, W., C. E., Portugal Cove; Moore, Bertha, Central Training School (Girls); Moore, Blanche, Methodist College; Moore, Louie, S. A., Bay Roberts; Moore, T., R. C. High, Holyrood; Moores, C. A., Methodist, Blackhead; Moores, C. E., Methodist, Blackhead; Moores, J., Methodist Superior, Freshwater; Moores, Mary, Methodist, Tilt Cove; Moores, Millicent, Methodist, Blackhead; Moores, Susannah, Methodist Superior, Freshwater; Moran, C. S., Methodist, Blackhead; Morgan, Violet, Presbyterian College; Morris, A., Methodist, Lower Island Cove; Morris, B., Central Training School (Boys); Mott, Jean, Methodist College; Mouland, Carrie, Methodist Superior, Musgrave Harbour; Mouland, E., Methodist Superior, Musgrave Harbour; Mouland, R., Methodist Superior, Musgrave Harbour; Moulton, Beatrice, Methodist, Great Burin; Moulton, Ida, Methodist, Flat Island; Moulton, L., C. E., Burgeo; Mullally, W. G., R. C. Superior, Northern Bay; Mullett, Maggie, Methodist Superior, Wesleyville; Munn, E., Methodist College; Murphy, D., R. C. Academy, Harbour Grace; Mursell, Margaret, Methodist, Little Bay Island; Mutford, Carrie, Methodist, Crowhead.

Nash, Caroline, R. C., Branch; Nash, Clara, R. C., Branch; Nash, S., R. C., Branch; Neary, S., R. C., Portugal Cove; Newhook, Mabel, Bishop Spencer College; Newman, S., C. E., Twillingate; Nicholle, Irene, Methodist Superior, Grand Bank; Nicol, J., Presbyterian College; Noel, R., C. E., Springdale St.; Norcott, Alice, R. C., Otterbury; Noseworthy, Elsie, Methodist, Pouch Cove; Nugent, Mamie, R. C., Kelligrews; Nurse, Muriel, Bishop Spencer College.

O'Brien, G., R. C. High, S. Side, Holyrood; O'Driscoll, A., R. C., Tor's Cove; O'Driscoll, Maggie, Convent, Placentia; Oke, A., Presbyterian College; Oke, Lillabelle, Bishop Spencer College; Oldford, R., Methodist, Musgrave Town; Oliver, Gertie, R. C., Topsail; Olsen, Nellie, Methodist College; O'Reilly, J., Convent, St. George's; Organ, U., C. E., Norris Point; Osborne, M., C. E., Blaketown; Osmond, R., Methodist, Moreton's Harbour; O'Toole, Mary, Convent, Harbour Main; Oxford, H., Methodist Superior, Twillingate.

Paddock, Pearl, Amalgamated School, Grand Falls; Pardy, W. G., C. E.,

Springdale Street; Parmiter, J. C., Methodist Superior, Harbour Grace; Parmiter, Marie, Methodist, Topsail; Parrott, A., C. E., Scilly Cove; Parsley, Mary, Convent, Harbour Main; Parsons, A., Methodist College; Parsons, C., Methodist Superior, Carbonear; Parsons, F. J., R. C., Burin, N.; Parsons, Hazel Bell, Methodist Superior, Harbour Grace; Parsons, Mildred, C. E. Academy, Bay Roberts; Parsons, Sadie, C. E. Academy, Bay Roberts; Parsons, Violet, C. E. Academy, Bay Roberts; Patten, Bessie, Methodist Superior, Grand Bank; Patten, W., Methodist Superior, Grand Bank; Peach, Bessie, Methodist College; Peach, Gladys, Methodist Superior, Carbonear; Pearcey, J., C. E., Brigus; Pendergast, Maggie, R. C., Barron Island; Penney, F., Convent, St. Jacques; Penney, Gertie, Methodist Superior, Carbonear; Penney, Gertrude, Methodist, Seldom Come-By; Penney, Mildred, Methodist, Seldom Come-By; Penny, W., Methodist Superior, Carbonear; Perry, H., Methodist, Carmanville; Perry, W., Methodist, Barr'd Islands; Petipas, Ethel, R. C., Summerside; Petipas, Sadie, R. C., Summerside; Pike, Mary, Convent, Burin N.; Pike, R., Methodist, Parade Street; Pippy, C., Methodist College; Pippy, Dorothy, S. A., Twillingate; Pitcher, Sarah; Methodist, Scilly Cove; Pittman, W. R., C. E., New Perlican; Ploughman, Sophie, C. E. High, Trinity E.; Pomeroy, G., Methodist Superior, Catalina; Pomeroy, Jessie, Methodist Superior, Catalina; Pond, Theresa, Methodist Superior, Greenspond; Poole, Bessie, Methodist, Hants Harbour; Power, Agnes, R. C., Dunville; Power, Annie, R. C., Cupids; Power, Annie, R. C., Salmonier; Power, Helena, St. Mary's Convent, Harbour Grace; Power, Minnie, R. C., Branch; Power, Monica, R. C. Superior, Marystown; Power, P., R. C., Salmonier; Power, Rose, R. C., Branch; Preston, Beatrice, C. E., Twillingate; Pyke, Mazie V., Methodist, Bell Island; Pynn, Florence, C. E., South Side, St. John's; Pynn, Sophia, C. E. High, Harbour Grace.

Quirk, Katie J., R. C. Superior, Fortune Harbour.

Randel, A., C. E., Barr'd Islands; Randell, L., C. E. High, Trinity E.; Raymond, Annie, C. E. High, Catalina; Reader, Mamie, Methodist, Musgrave Town; Reddy, Mary, Convent, Burin N.; Reeves, Bertha, C. E., St. Lawrence; Reeves, Maud, C. E., Garnish; Reid, Evelyn, Methodist, Clarenville; Rendell, C., C. E. High, Heart's Content; Rice, Florence, S. A., Pilley's Island; Richards, G., Methodist, Bareneed; Richards, Mary, Bishop Spencer College; Rideout, Amelia, Methodist, North West Arm; Robbins, Tryphena, Methodist, North West Arm; Roberts, A. J., Methodist, Farmer's Arm; Roberts, Dorothy Central Training School (Girls); Roberts, Jessie, C. E., South Side, St. John's; Roberts, Rosie, Central Training School (Girls); Roche, Emma, R. C., Branch; Rockwood, G., C. E. High, Heart's Content; Rodway, Ida, C. E., Garnish; Rogers, Mattie, Methodist Superior, Catalina; Ronayne, A., R. C., Tor's Cove;

Ronayne, W., R. C., Tor's Cove; Roper, Laura, Methodist College; Rose, Ethel, Methodist, Parade Street; Ross, C., Grammar, Harbour Grace; Rourke, Bridget, R. C., Branch; Rowe, Lavinia, Methodist, Lewisporte; Rowsell, Amelia, C. E., Pushthrough; Rowsell, Caroline S., C. E., Pushthrough; Rowsell, Hannah, C. E., Pushthrough; Rowsell, P., C. E., Pushthrough; Russell, Beatrice, Methodist, Carmanville; Ryan, Lizzie, Convent, Placentia; Ryan, Nellie, St. Mary's Convent, Harbour Grace; Ryan, P., R. C. High, Torbay.

Saint, Hattie, Methodist, Musgrave Town; Saunders, Nellie, C. E. High, Carbonear; Saunders, R., C. E. High, Carbonear; Saunders, W., C. E., Kelligrews; Sceans, Marjorie, Presbyterian College; Sceviour, Amelia, Methodist Superior, Exploits; Scott, A., Methodist Superior, Twillingate; Scott, R., Methodist, Hants Harbour; Sellars, F. M., C. E., Springdale Street; Sharp, Caroline, Methodist, Shearstown; Sharpe, H. J., Methodist, Shearstown; Shave, Elsie, Methodist, Fogo; Shea, P., R. C., Barron Island; Short, Gladys, Methodist, Tilt Cove; Short, R., C. E., New Bonaventure; Simmons, Hazel, Methodist, Green's Harbour; Simmons, Asenath, Methodist, Whitbourne; Sims, Mabel, C. E., Harbour Breton; Skeffington, S., Bishop Feild College; Skinner, E., Convent, St. Jacques; Smart, Marie, Private Study, Port aux Basques; Smith, Jean, Methodist College; Smith, Mary, R. C., Barron Island; Smith, R., Methodist College; Smith, S., R. C., Harbour Breton; Smith, Sadie, S. A., Springdale Street; Snelgrove, J., Methodist Superior, Catalina; Somerton, E., Methodist Superior, Catalina; Soper, Aggie, Methodist College; Spencer, F., Methodist, Pilley's Island; Spurrell, H., C. E., Pool's Island; Squires, J., C. E., St. Philip's; Squires, Louise, Bishop Spencer College; Squires, T., C. E., St. Philip's; Stapleton, Mary, R. C. Superior, Marystown; Stapleton, S., R. C. Superior, Marystown; Steel, Isabel, Methodist College; Steele, V., Bishop Feild College; Stentafor, E., C. E. High, Heart's Content; Stewart, Martha, R. C., Harbour Breton; Stone, Fannie, Methodist College; Stoodley, Frances, Methodist Superior, Grand Bank; Stoodley, Louisa, Methodist Superior, Grand Bank; Strong, Ella, S. A., Springdale Street; Strong, Elsie, Methodist, Three Arms; Strong, Gertie, Methodist, Jackson's Cove; Strong, Lucy, Methodist, Jackson's Cove; Strong, N., Methodist, Little Bay Island; Stuckless, Elsie, Methodist Superior, Twillingate; Stuckless, Jessie, Methodist Superior, Twillingate; Suley, T., Methodist, Whitbourne; Sullivan, J. P., R. C., King's Cove; Sullivan, Josephine, Convent, Harbour Main; Sullivan, M., R. C., King's Cove; Sullivan, W., Amalgamated School, Grand Falls; Sweetland, Sarah, C. E. High, Bonavista.

Tarbett, Katie, R. C., Salmonier; Taylor, Bert, Methodist College; Taylor, Bertie, Methodist College; Taylor, F., Methodist College; Taylor,

Flora, C. E., Port de Grave; Taylor, Florence, Methodist, Parade Street; Taylor, Frances, C. E., Moreton's Harbour; Taylor, Grace M., Methodist, Bay of Islands; Taylor, Julia, S. A., Springdale Street; Taylor, Laura, Methodist Superior, Carbonear; Taylor, M., Methodist College; Taylor, Stella, Methodist College; Thomas, E., Presbyterian College; Thomson, Marjorie, Methodist College; Thorne, Cecelia, C. E., Torbay; Thorne, J. V., C. E., Torbay; Thorne, R. W., C. E., Torbay; Thornhill, Leah, Congregational, Anderson's Cove; Tilly, C., Methodist Superior, Elliston; Tobin, M., R. C., Dunville; Tobin, May, R. C., Dunville; Toms, Annie, C. E. High, Tilt Cove; Toms, Lucy, Methodist, King's Point; Trickett, Florence, C. E., Spout Cove; Trickett, Rachel, C. E., Spout Cove; Tucker, Ethel, Methodist, Carew Street; Tucker, Ettie, Methodist, Little Bay Island; Turner, F., Methodist College; Turtle, G., Methodist, Shearstown.

Underhay, G., C. E. High, Heart's Content.

Vincent, Dottie, Methodist College; Voisey, Flossie, Methodist College.

Wakeham, Emma, Convent, Placentia; Walsh, Aggie, R. C. Superior, Marystown; Walsh, May, Methodist, Clarenville; Walsh, Minnie, R. C. Superior, Tilting; Walshe, Mary, R. C., Aquaforte; Waterman, Janet R., C. E. High, Change Islands; Watts, Belle, Methodist Superior, Harbour Grace; Watts, Jennie, Methodist College; Wells, H., C. E., Moreton's Harbour; Wells, Veva, Convent, Carbonear; Welsh, Selina, Congregational, Pool's Cove; Westcott, H., C. E. High, Carbonear; Whelan, Myrtle, Methodist Superior, Cupids; Whelan, S., Methodist Superior, Cupids; White, A., C. E. High, Catalina; White, Beatrice, Methodist Superior, Greenspond; White, F., Methodist Superior, Greenspond; White, J. M., R. C., Burin N.; White, Mary, Methodist, Farmer's Arm; White, Minnie, Methodist, Bluff Head Cove; White, Nellie A., C. E., Twillingate; Whiteway, Maud, Methodist Superior, Musgrave Harbour; Wilcox, E., C. E., Brigus; Williams, Alice, Bishop Spencer College; Wills, Doris, C. E., Springdale Street; Wilson, A., Methodist College; Wiltshire, Annie B., Methodist, South Catalina; Winsor, Beatrice, Methodist Superior, Carbonear; Winsor, Carrie, Methodist Superior, Wesleyville; Winsor, Mary, Methodist Superior, Wesleyville; Winsor, Mildred, S. A., Carbonear; Winter, Alice V., Private School; Wiseman, Rowena, Methodist, Little Bay Island; Wiseman, Sadie, R. C. Superior, Fortune Harbour; Wood, Elsie, C. E. Academy, Bay Roberts; Woodland, Rose, Methodist Superior, Greenspond; Woods, J., Methodist College; Woods, Phyllis, Methodist College; Woolfrey, Elsie, Methodist, Lewisporte; Wright, Florence, S. A., Greenspond.

Yetman, Linda, C. E. High, Harbour Grace; Young, B., Presbyterian College.

DISTINCTION LISTS, 1909.

ASSOCIATESHIP.

ENGLISH.

Fenwick, Alice, Methodist College ; Carmichael, Rose, Private Study, Pool's Cove ; Miller, Janet, Bishop Spencer College ; Martin, A. R., Bishop Feild College ; James, Grettra, Methodist College ; Frazer, Mary, Methodist College.

ENGLISH LITERATURE.

Miller, Janet, Bishop Spencer College ; Joyce, Mary, Methodist College ; Fenwick, Alice, Methodist College ; Pittman, Blanche, Bishop Spencer College.

HISTORY.

Miller, Janet, Bishop Spencer College ; Dwyer, T. R., Private Study, Holyrood

GEOGRAPHY.

(None.)

ELEMENTARY MATHEMATICS.

Curtis, P., Methodist College ; Mifflin, S. C., Bishop Feild College.

MECHANICS.

Bishop, W. L., Bishop Feild College ; Clouston, T., Methodist College ; Mifflin, S. G., Bishop Feild College ; Brown, W., Bishop Feild College.

NAVIGATION.

(None.)

FRENCH.

Carmichael, Rose, Private Study, Pool's Cove ; Frazer, Mary, Methodist College ; James, Grettra, Methodist College ; Joyce, Mary, Methodist College ; Carter, E. L., St. Bonaventure's College ; Fenwick, Alice, Methodist College ; Fox, J. E. J., St. Bonaventure's College.

LATIN.

Fox, J. E. J., St. Bonaventure's College ; Curtis, P., Methodist College ; Power, M. S., St. Bonaventure's College.

GREEK.

(None.)

CHEMISTRY.

(None.)

HYGIENE.

Fenwick, Alice, Methodist College ; Joyce, Mary, Methodist College.

SHORTHAND.

(None.)

THEORY AND PRACTICE OF EDUCATION.

(None.)

ART SUBJECTS.

(None.)

 INTERMEDIATE GRADE.

SCRIPTURE HISTORY.

Jensen, F. E., C. E., Harbour Breton ; Crewe, J., Methodist Superior, Elliston ; Randell, E., C. E. High, Trinity East ; Ward, Mildred, C. E. High, Harbour Grace.

ENGLISH.

Crawford, E. H., St. Bonaventure's College ; Cooper, Annie, Methodist Superior, Lr. Island Cove ; Cornick, Florence, Bishop Spencer College ; Mitchell, Marguerite, Methodist College ; Moore, Flossie, Methodist College ; Murphy, Bridie, St. Bride's Academy, Littledale ; Way, Florrie, Methodist College ; Barron, J. A., St. Bonaventure's College ; Hutchings, Jessie, Methodist, Botwoodville ; Peters, Dorothy, Methodist College ; Barnes, H., St. Bonaventure's College ;

Costello, Gertrude, Mercy Convent, Military Road; Keating, F. J., St. Bonaventure's College; Mansfield, Monnie, St. Bride's Academy, Littledale; Miller, May, Bishop Spencer College; Morris, K., Methodist College; Pike, Florrie, Methodist Superior, Carbonear; Pippy, Pearl, Methodist College; Whiteway, Hazel, Methodist College; Coughlan, W. A., St. Bonaventure's College; Fry, Elsie, R. C. Superior, Portugal Cove; Hayward, G. H., Methodist College; Hutchens, F., Bishop Feild College; Jensen, F. E., C. E., Harbour Breton; King, Janet, Methodist College; Mulcahy, Bride, St. Bride's Academy, Littledale; Parsons, Almena, Convent, Burin N.; Thistle, Jessie, Methodist College; Trebble, J., Bishop Feild College.

HISTORY.

Hutchens, F., Bishop Feild College; Trebble, J., Bishop Feild College; Jensen, F. E., C. E., Harbour Breton; Duder, F., Bishop Feild College; Keating F. J., St. Bonaventure's College; Peters, Dorothy, Methodist College; Whiteway, Hazel, Methodist College; Ashbourne, Violet, Methodist College; Caldwell, Winnie, Methodist College; Fenwick, Ethel, Methodist College; Frew, Margaret, Methodist College; Hinchey, Mary, R. C. Superior, Northern Bay; Hogan, J., R. C. Superior, Northern Bay; Tobin, Alice, St. Joseph's Convent, Harbour Grace.

GEOGRAPHY.

Bailey, Annie, C. E. High, Harbour Grace; Oakley, H. S., Methodist Superior, Greenspond; Ferguson, D., Presbyterian College; Hann, I., Methodist Superior, Wesleyville; Oke, Madge, C. E. High, Harbour Grace; Ward, Mildred, C. E. High, Harbour Grace; Crocker, J., C. E. High, Carbonear; Dawe, H., Private Study, King's Cove; Janes, W. H., Methodist, Hants Harbour; Jensen, F. E., C. E., Harbour Breton; Powell, W., Methodist Superior, Bonavista; Randell, E., C. E. High, Trinity East; Rees, L., S. A., Springdale Street; Ross, Margaret, C. E. High, Harbour Grace; Saunders, Edith, Bishop Spencer College; Shears, G. C., Bishop Feild College; Somerton, Hilda, Bishop Spencer College; Somerton, Sarah A., Bishop Spencer College; Woolfrey, J., Methodist, Littleporte; Barnes, G., C. E. High, Tilt Cove; Butler, H. A., C. E., Kelligrews; Churchill, F., Methodist, New Bay; Cornick, Florence, Bishop Spencer College; Edgcombe, Arthur, Methodist, Parade Street; Forward, Kathleen, Methodist Superior, Carbonear; Frew, Margaret, Methodist College; Lawrence, S., C. E., Bay L'Argent; Le Drew, F., Methodist Superior, Cupids; Marks, J., C. E. High, Carbonear; Murphy, W., Methodist Superior, Catalina; Oke, E. L., Bishop Feild College; Winsor, Katie, Methodist Superior, Carbonear.

ARITHMETIC.

Coughlan, W. A., St. Bonaventure's College; Fortune, Maggie, St. Bride's

Academy, Littledale ; Hutchens, F., Bishop Feild College ; Morris, K., Methodist College ; Oakley, H. S., Methodist Superior, Greenspond ; Cooper, Annie, Methodist Superior, Lr. Island Cove ; Diamond, A., Methodist College ; Duff, M., Bishop Feild College ; Grant, Clara, Methodist College ; Jaynes, Ella, S. A., Springdale Street ; Pittman, Eliza C., C. E. High, Tilt Cove ; Curran, A. H., Methodist College ; Keating, P., R. C. Academy, Harbour Main ; Leonard, J. P., St. Bonaventure's College ; McDonnell, Nora, Private Study, Torbay ; Wells, H., Methodist Superior, Wesleyville ; Crocker, J., C. E. High, Carbonear ; Hogan, J., R. C. Superior, Northern Bay ; Loughlin, C. J., Methodist, Flat Islands ; Mansfield, Monnie, St. Bride's Academy, Littledale ; Mews, C. McD., Methodist College ; N., Private Study ; Oke, E. L., Bishop Feild College ; Trebble, J., Bishop Feild College ; Woodford, J., R. C. Academy, Harbour Main ; Barron, J. A., St. Bonaventure's College ; Edgecombe, Albert, Methodist, Ochre Pit Cove ; Halfyard, Irene, Methodist College ; Hollett, M., Methodist Superior, Great Burin ; Keneally, C. J., St. Bonaventure's College ; Legge, W. J., C. E. High, Heart's Content ; Martin, C., Bishop Feild College ; Moores, H., Methodist, Blackhead ; Morgan, I., Methodist College ; Murphy, W., Methodist Superior, Catalina ; Noftle, E., Methodist Superior, Salem ; Norris, S. E., St. Bonaventure's College ; Oldford, R., Methodist College ; Peach, Bessie, C. E. High, Carbonear ; Peters, Dorothy, Methodist College ; Poole, Alice, Methodist Superior, Fortune ; Rees, L., S. A., Springdale Street ; Smith, Mildred, Methodist Superior, Cupids.

ALGEBRA.

Grant, Clara, Methodist College ; Noftle, E., Methodist Superior, Blackhead ; Jensen, F. E., C. E., Harbour Breton ; Mitchell, Marguerite, Methodist College ; Gillingham, Winifred, Methodist Superior, Twillingate ; Jaynes, Ella, S. A., Springdale Street ; Moores, H., Methodist, Blackhead ; Morris, K., Methodist College ; Peters, Dorothy, Methodist College ; Pope, H., Methodist Superior, Fogo ; Richards, Mary, Methodist, Bareneed ; Thistle, Jessie, Methodist College ; White, Alice, Methodist College ; Barron, J. A., St. Bonaventure's College ; Coughlan, W. A., St. Bonaventure's College ; Hayward, G. H., Methodist College ; Hollett, M., Methodist Superior, Great Burin ; Loughlin, C. J., Methodist, Flat Islands ; Mansfield, Monnie, St. Bride's Academy, Littledale ; Peddel, Ellie, Convent, Brigus ; Ashbourne, Violet, Methodist College ; Cooper, Annie, Methodist Superior, Lr. Island Cove ; Costello, Maggie, St. Bride's Academy, Littledale ; Diamond, A., Methodist College ; Dinn, Bessie, Convent, Renews ; Halfyard, Irene, Methodist College ; Hogan, J., R. C. Superior, Northern Bay ; Moore, Flossie, Methodist College ; Pittman, Eliza C., C. E. High, Tilt Cove ; Roche, Nora, Convent, Renews ; Whiteway, Hazel, Methodist College.

GEOMETRY.

Crawford, E. H., St. Bonaventure's College ; Halfyard, Irene, Methodist College ; Hayward, G. H., Methodist College ; Keating, F. J., St. Bonaventure's College ; Keating, P., R. C. Academy, Harbour Main ; Mews, C. McD., Methodist College ; Morris, K., Methodist College ; Neary, E. J., St. Bonaventure's College ; Pelley, Myra, Methodist College ; Peters, Dorothy, Methodist College ; Way, Florrie, Methodist College ; Barron, J. A., St. Bonaventure's College ; Burke, L. P., St. Bonaventure's College ; Clarke, J. T., Methodist, New Bay ; Diamond, A., Methodist College ; Frazer, D. M., Methodist College ; Freebairn, B. W., St. Bonaventure's College ; Grant, E. P., St. Bonaventure's College ; Hutchens, F., Bishop Feild College ; King, Janet, Methodist College ; Leonard, J. P., St. Bonaventure's College ; Mitchell, Marguerite, Methodist College ; Peach, E. G., Methodist College ; Barnes, H., St. Bonaventure's College ; Brown, Nellie, Methodist College ; Coughlan, W. A., St. Bonaventure's College ; Fenwick, Ethel, Methodist College ; Frew, Mary, Methodist College ; Grant, Clara, Methodist College ; McDonnell, Nora, Private Study, Torbay ; Trebble, J., Bishop Feild College ; White, Alice, Methodist College.

MECHANICS.

N., Private Study.

BOOK-KEEPING.

Barnes, G., C. E. High, Tilt Cove ; Edgar, Olive, C. E. High, Greenspond ; Hogan, J., R. C. Superior, Northern Bay ; Le Drew, Lily, Methodist Superior, Cupids ; Mitchell, Jennie, Methodist Superior, Burin S. ; Nottle, E., Methodist Superior, Salem ; Hutchings, Jessie, Methodist, Botwoodville ; Keating, F. J., St. Bonaventure's College ; Loughlin, C. J., Methodist, Flat Islands ; Mansfield, Monnie, St. Bride's Academy, Littledale ; Martin, E., Methodist College ; Meehan, H. M., St. Bonaventure's College ; Oke, E. L., Bishop Feild College ; Parsons, Almena, Convent, Burin N. ; Parsons, Ida, C. E., Change Islands ; Penney, J. G., Methodist College ; Bowden, Pearl, Methodist, Pilley's Island ; Bugden, Jennie, Methodist, Epworth ; Burke, F. R., St. Bonaventure's College ; Butt, G., Methodist, Blackhead ; Carter, Becky, C. E. High, Channel ; Diamond, A. C., Methodist College ; Flynn, T. J., R. C. Superior, Placentia ; Gillingham, Winifred, Methodist Superior, Twillingate ; Hinchey, Mary, R. C. Superior, Northern Bay ; Mifflin, Stella, St. Bride's Academy, Littledale ; Murphy, W., Methodist Superior, Catalina ; Mursell, Annie, Methodist, Little Bay Island ; Noseworthy, A., Methodist College ; Oakley, H. S., Methodist Superior, Greenspond ; Oldford, R., Methodist College ; Smith, Mildred, Methodist Superior, Cupids ; Stick, L., Methodist College ; Trebble, J., Bishop Feild College ;

Woodford, J., R. C. Academy, Harbour Main ; Barnes, H., St. Bonaventure's College ; Butler, Gertie, Methodist Superior, Greenspond ; Cooper, Annie, Methodist Superior, Lr. Island Cove ; Davis, J. S., Methodist Superior, Freshwater ; Dawe, E., C. E., Kelligrews ; Devereux, Margaret, Convent, Ferryland ; Du Bourdieu, T. M., St. Bonaventure's College ; Fry, Elsie, R. C. Superior, Portugal Cove ; Hatch, Gertie, St. Bride's Academy, Litledale ; Hogan, Maud, R. C. Superior, Northern Bay ; Janes, Ida M., Methodist Superior, Blackhead ; King, Jessie, Methodist Superior, Fortune ; Mercer, Zelah, Methodist Superior, Bay Roberts ; Moores, H., Methodist, Blackhead ; Mursell, C. H., Methodist, Little Bay Island ; Pike, R., Methodist Superior, Twillingate ; Wells, H., Methodist Superior, Wesleyville ; Burry, Minnie M., Methodist Superior, Greenspond ; Bursey, U., Methodist Superior, Lr. Island Cove ; Butler, H. A., C. E., Kelligrews ; Crocker, J., C. E. High, Carbonear ; Dawe, H., Private Study, King's Cove ; Dawe, I., Methodist Superior, Cupids ; Dawe, Jessie, C. E. Academy, Bay Roberts ; Evans, Hattie, Methodist Superior, Grand Bank ; Grant, E. P., St. Bonaventure's College ; Hanrahan, Mary, St. Joseph's Convent, Harbour Grace ; Harbin, Dulcie, Methodist Superior, Twillingate ; Jolliffe, J. C., Methodist, Old Perlican ; Keating, P., R. C. Academy, Harbour Main ; Morris, Florence, Methodist, Little Bay Island ; Mott, T., St. Bonaventure's College ; Poole, Maria, Methodist Superior, Grand Bank ; Power, Mary, A., St. Mary's Convent, Harbour Grace ; Spracklin, Lizzie, Methodist Academy, Brigus ; Stevenson, W., Methodist College ; Strong, Emma, Methodist, Three Arms ; Trapnell, Grace, Methodist Superior, Harbour Grace ; Walsh, Teresa, R. C., Western Bay.

MENSURATION.

Edgecombe, Albert, Methodist, Ochre Pit Cove ; Hollett, M., Methodist Superior, Great Burin ; Oakley, H. S., Methodist Superior, Greenspond ; Randell, E., C. E. High, Trinity East ; Squires, W., Bishop Feild College ; Diamond, A., Methodist College ; Mitchell, Jennie, Methodist Superior, Burin S. ; Peach, Bessie, C. E. High, Carbonear ; Saunders, W., C. E. High, Greenspond ; Butler, Effie, C. E., Kelligrews ; Crocker, J., C. E. High, Carbonear ; Edgar, Lilian, C. E. High, Greenspond ; Morgan, I., Methodist College ; Morris, K., Methodist College ; Nottle, E., Methodist Superior, Salem ; Penney, J. G., Methodist College ; Bailey, Frances, Private Study, Trinity W. ; Black, A., St. Bonaventure's College ; Cook, G., Bishop Feild College ; Curran, A. H., Methodist College ; Edgar, Olive, C. E. High, Greenspond ; Forristal, C., Methodist Superior, Catalina ; Pope, H., Methodist Superior, Fogo ; Richards, Mary, Methodist, Bareneed ; Robins, G., Bishop Feild College ; Brown, Ethel, Private Study, Bonavista ; Butler, H. A., C. E., Kelligrews ; Cook, L., C. E. High, Trinity East ;

Hogan, J., R. C. Superior, Northern Bay ; Lawrence, S., C. E., Bay L'Argent ; Martin, E., Methodist College ; Perry, Belle, Methodist Superior, Catalina ; Woodford, J., R. C. Academy, Harbour Main ; Bannister, J., C. E. High, Trinity East ; Crummev, L., Methodist Superior, Western Bay ; Darby, R., Methodist Superior, Great Burin ; Flynn, T. J., R. C. Superior, Placentia ; French, Nellie, Methodist, Bareneed ; Hyde, Lizzie, C. E. High, Fogo ; Jensen, F. E., C. E., Harbour Breton ; Marks, J., C. E. High, Carbonear ; Miles, W. P., C. E. High, Bonavista ; Murphy, W., Methodist Superior, Catalina ; Snelgrove, Grace, Methodist Superior, Catalina ; Brushett, Daisy, Methodist Superior, Great Burin ; Bugden, Jennie, Methodist, Epworth ; Carter, Becky, C. E. High, Channel ; Newman, Annie, C. E. High, Twillingate ; Rowsell, H. J., C. E. High, Bonavista ; Sheppard, Edith L., C. E., Springdale Street.

NAVIGATION.

(None.)

FRENCH.

Costello, Gertrude, Mercy Convent, Military Road ; Parsons, Almena, Convent, Burin N. ; Neal, D., Methodist College ; Barron, J. A., St. Bonaventure's College ; Cooper, Annie, Methodist Superior, Lr. Island Cove ; Coughlan, W. A., St. Bonaventure's College ; Mursell, Annie, Methodist, Little Bay Island ; Guy, Mary, Methodist Superior, Twillingate ; O'Reilly, J. B., St. Bonaventure's College ; Simon, Antoinette, St. Bride's Academy, Littledale ; Trebble, J., Bishop Feild College ; Barnes, H., St. Bonaventure's College ; Burgess, Laura, Bishop Spencer College ; Cleary, A., St. Bonaventure's College ; Cornick, Florence ; Bishop Spencer College ; Coughlan, J. J., St. Bonaventure's College ; Crawford, E. H., St. Bonaventure's College ; Freebairn, B. W., St. Bonaventure's College ; Keating, F. J., St. Bonaventure's College ; Leonard, J. P., St. Bonaventure's College ; Mitchell, Marguerite, Methodist College ; Moore, Flossie, Methodist College ; Murphy, Bridie, St. Bride's Academy, Littledale ; Simon, Blanche, St. Bride's Academy, Littledale ; Duder, F., Bishop Feild College ; Hayward, G. H., Methodist College ; Keneally, C. J., St. Bonaventure's College ; Knight, F. H., St. Bonaventure's College ; Meehan, H. M., St. Bonaventure's College ; Noonan, Bessie, Bishop Spencer College ; Peters, Dorothy, Methodist College ; Carmichael, Mollie, Presbyterian College ; Frazer, D. M., Methodist College ; Harbin, Dulcie, Methodist Superior, Twillingate ; Mews, C. McD., Methodist College ; Neary, E. J., St. Bonaventure's College ; Smith, Mildred, Methodist Superior, Cupids ; Somerton, Sarah A., Bishop Spencer College ; Spracklin, Lizzie, Methodist Academy, Brigus ; Way, Florrie, Methodist College ; Clarke, J. T., Methodist, New Bay ; Curran, A. H., Methodist College ; Davis, J. S., Methodist Superior,

Freshwater; Hutchings, Jessie, Methodist, Botwoodville; Mansfield, Monnie, St. Bride's Academy, Littledale; Morris, Ada, Bishop Spencer College; Morris, K., Methodist College; Rawlins, E. J. M., St. Bonaventure's College; Tait, Elsie, Bishop Spencer College; Brown, Ethel, Private Study, Bonavista; Diamond, A., Methodist College; Fortune, Maggie, St. Bride's Academy, Littledale; Gillingham, Winifred, Methodist Superior, Twillingate; Halfyard, Irene, Methodist College; Hollett, M., Methodist Superior, Great Burin; Nottle, E., Methodist Superior, Salem; Spracklin, Flora, Methodist Superior, Cupids; Ashbourne, T. G., Methodist College; Burke, F. R., St. Bonaventure's College; Caldwell, Winnie, Methodist College; Dinn, M. F., St. Bonaventure's College; Fenwick, Ethel, Methodist College; Janes, H. C., Methodist College; King, Janet, Methodist College; Martin, H. W., Methodist, Britannia Cove; Pilot, Agnes, Bishop Spencer College; Pope, H., Methodist Superior, Fogo; Shambler, Ethel, Bishop Spencer College; Smith, S., St. Bonaventure's College.

LATIN.

Hutchens, F., Bishop Feild College; Barron, J. A., St. Bonaventure's College; Costello, Gertrude, Mercy Convent, Military Road; Crawford, E. H., St. Bonaventure's College; Hayward, G. H., Methodist College; Murphy, Bridie, St. Bride's Academy, Littledale.

GREEK.

Hutchens, F., Bishop Feild College.

GENERAL ELEMENTARY SCIENCE.

Coughlan, W. A., St. Bonaventure's College; Hogan, J., R. C. Superior, Northern Bay.

CHEMISTRY.

(None.)

HYGIENE.

Cornick, Florence, Bishop Spencer College; Murphy, W., Methodist Superior, Catalina; Power, Annie, St. Mary's Convent, Harbour Grace; Jaynes, Ella, S. A., Springdale Street; Jenkins, L., Methodist Superior, Twillingate; Jensen, F. E., C. E., Harbour Breton; Sheppard, Edith L., C. E., Springdale Street; Bugden, Jennie, Methodist, Epworth; Marks, J., C. E. High, Carbonear; Oke, Madge, C. E. High, Harbour Grace; Parsons, Ida, C. E., Change Islands; Rees, L., S. A., Springdale Street.

AGRICULTURE.

(None.)

PHYSIOGRAPHY.

(None.)

PLAIN NEEDLEWORK.

Fitzgerald, Katie, St. Bride's Academy, Littledale; O'Reilly, Laura, St. Bride's Academy, Littledale; Simon, Blanche, St. Bride's Academy, Littledale; Archibald, Mary, St. Bride's Academy, Littledale; Delaney, Frances, St. Bride's Academy, Littledale; Hatch, Gertie, St. Bride's Academy, Littledale; MacDonnell, Sarah, R. C., Salmonier; Sexton, Nora, St. Bride's Academy, Littledale; Shanahan, Lizzie, St. Bride's Academy, Littledale; Milley, Alberta, Convent, Burin N.; Collins, Maggie, Convent, Placentia; Parsons, Almena, Convent, Burin N.; White, Lizzie, Convent, Burin N.

PRACTICAL MUSIC.

Murphy, Bridie, St. Bride's Academy, Littledale.

SHORTHAND.

Cornick, Florence, Bishop Spencer College; Murphy, Bridie, St. Bride's Academy, Littledale; Dinn, Bessie, Convent, Renew's; Keating, F. J., St. Bonaventure's College; Mansfield, Monnie, St. Bride's Academy, Littledale; McEvoy, W. J., R. C., St. Jacques; Roche, Nora, Convent, Renew's; Barron, J. A., St. Bonaventure's College; Burgess, Laura, Bishop Spencer College; Casey, W. H., R. C. Academy, Harbour Grace; Crawford, E. H., St. Bonaventure's College; Hatch, Gertie, St. Bride's Academy, Littledale; Neal, D., Methodist College; Parsons, Almena, Convent, Burin N.; Simon, Blanche, St. Bride's Academy, Littledale; Winsor, Ida, C. E. High, Tilt Cove; Barnes, Laura, St. Bride's Academy, Littledale; Costello, Gertrude, Mercy Convent, Military Road; Flynn, Honora, Convent, Burin N.; Grant, Clara, Methodist College; Hanrahan, Mary, St. Joseph's Convent, Harbour Grace; Hogan, Bride, Convent, Carbonear; Legge, W. J., C. E. High, Heart's Content; Leonard, J. P., St. Bonaventure's College; Mooney, Mary, Convent, Placentia; Noonan, Bessie, Bishop Spencer College; O'Neill, Mary, R. C., Admiral's Cove; O'Reilly, Laura, St. Bride's Academy, Littledale; Tobin, Alice, St. Joseph's Convent, Harbour Grace; Burke, F. R., St. Bonaventure's College; Janes, H. C., Methodist College; Johnson, May, Convent, Renew's; Kenny, Phenie, Convent, Conception; Meehan, H. M., St. Bonaventure's College; Moore, Flossie, Methodist College; Newman, Annie, C. E. High, Twillingate; Sullivan, Annie, Convent, Harbour Main; Wade, Maud, Convent, Conception.

TYPEWRITING AND OFFICE ROUTINE.

Cornick, Florence, Bishop Spencer College.

SCHOOL MANAGEMENT.

Briffett, Mabel, Private Study, Glovertown; Cooper, Annie, Methodist Superior, Lr. Island Cove; Loughlin, C. J., Methodist, Flat Island; Peach, Bessie, C. E. High, Carbonear; Pelley, Myra, Methodist College; Sheppard, Edith L., C. E., Springdale Street; Way, Florrie, Methodist College.

ART SUBJECTS.

Caldwell, Winnie, Methodist College; Simon, Blanche, St. Bride's Academy, Littledale; Grant, Clara, Methodist College; Mitchell, Marguerite, Methodist College; Murphy, Bridie, St. Bride's Academy, Littledale; Oke, Madge, C. E. High, Harbour Grace; Wade, Maud, Convent, Conception; Brown, Ethel, Private Study, Bonavista; Dean, Bessie, Methodist College; Keating, F. J., St. Bonaventure's College; Mulcahy, Bride, St. Bride's Academy, Littledale; Mursell, C. H., Methodist, Little Bay Island; Ross, Margaret, C. E. High, Harbour Grace; Woolfrey, J., Methodist, Lewisporte; Burgess, Laura, Bishop Spencer College; Delaney, Frances, St. Bride's Academy, Littledale; Fowlow, Ralph, C. E. High, Trinity East; Halfyard, Irene, Methodist College; Hatch, Gertie, St. Bride's Academy, Littledale; Hutchings, Jessie, Methodist, Botwoodville; Ledingham, P. G., St. Bonaventure's College; Martin, C., Bishop Feild College; Miller, May, Bishop Spencer College; Murley, Eliza, Methodist, Mortier Bay; Rees, L., S. A., Springdale Street; Richards, Mary, Methodist, Bareneed; Robins, G., Bishop Feild College; Thistle, Jessie, Methodist College; Way, Florrie, Methodist College.

PRELIMINARY GRADE.

SCRIPTURE HISTORY.

Penney, Victoria B., C. E., Keels; Sanders, H., C. E. High, Curling; Hall, Gladys, Bishop Spencer College; Pitcher, H. P., C. E., Burgoyne Cove; Ploughman, J., C. E. High, Trinity East; Dunfield, Alice, Bishop Spencer College; Fifield, L., C. E. High, Bonavista; Hayward, Althea, Bishop Spencer College; Weir, G., Methodist, Little Bay Island; Brown, A., C. E. Grammar, Harbour Grace; Butler, J., C. E. High, Trinity East; Crane, Marjorie, Bishop

Spencer College; Ellis, Carrie, Bishop Spencer College; Field, L., C. E. High, Trinity East; Gardner, J., C. E. High, Heart's Content; Jones, Amy, C. E. High, Trinity East; King, Millicent, Methodist Superior, Fortune; Mifflin, L. Maud, C. E. High, Harbour Grace; Miller, W., C. E., Trinity N.; Piercey, H., S. A., Scilly Cove; Roberts, Georgina, Methodist, Bluff Head Cove; Rose, M., Methodist, Salmon Cove; Trickett, Mary, C. E., Spout Cove; Wilcox, Marjorie, C. E. High, Heart's Content.

ENGLISH.

Clarke, Lizzie, Mercy Convent, Military Road; Darby, Laura, Methodist Superior, Carbonear; Snow, Etta, Methodist Superior, Bay Roberts; Collins, Lucy, St. Bride's Academy, Littledale; Curtis, L. R., Methodist College; Horwood, Rene, Methodist College; Parsons, Marguerite, Methodist College; Rendell, Cicely, Private School; Robertson, Edina, Methodist College; Sutherby, F. R., St. Bonaventure's College; Wagg, Jennie, Methodist Superior, Great Burin; Bartlett, D., Methodist College; Duchemin, N. M., St. Bonaventure's College; Hogan, P., R. C. Superior, Carbonear; Laing, E., C. E. High, Carbonear; Le Drew, Eliza, Methodist Academy, Brigus; Manuel, Maggie, Methodist Superior, Exploits; Tucker, W., Methodist College; Wheeler, Julia, Methodist, Shoal Brook; Wilcox, Marjorie, C. E. High, Heart's Content; Blackall, Reta, Bishop Spencer College; Briffett, Eleanor S., Methodist, Glovertown; Bruce, H., Convent, St. George's; Butt, Emily, Methodist Superior, Western Bay; Devereux, F. J., St. Bonaventure's College; Dunfield, Alice, Bishop Spencer College; Emerson, F. R., Bishop Feild College; Fraser, Helen, Bishop Spencer College; Guy, Annie L., C. E. High, Trinity; Hirst, E., Methodist College; Mahaney, M., C. E. High, Carbonear; McGrath, W. C., St. Bonaventure's College; Neary, Hilda, Presentation Convent; Noel, C. A., Methodist Superior, Freshwater; Peters, Helen, Methodist College; Ploughman, J., C. E. High, Trinity East; Sparkes, C., Methodist College; Stein, Clara, St. Bride's Academy, Littledale; Story, Carrie, Methodist College; Thompson, Gladys D., Methodist Academy, Brigus; Weir, G., Methodist, Little Bay Island; Young, Olive, Methodist Superior, Twillingate; Channing, J. B., St. Bonaventure's College; Coughlan, G. D., St. Bonaventure's College; Crummey, Lizzie, Methodist Superior, Western Bay; Davis, F., C. E., Pool's Island; Dawson, Florence, Mercy Convent, Military Road; Jolliffe, A., Methodist College; Jolliffe, Emeline, Methodist College; Joyce, W., Methodist College; Leseman, R. B., St. Bonaventure's College; Mullowney, Mary M., R. C. Superior, King's Cove; Penney, Mary, R. C., Chapel Side; Power, A. F., St. Bonaventure's College; Saunders, Maud, C. E. High, Greenspond; Savage, M. J., St. Bonaventure's College; Taylor, Carrie, C. E., Moreton's Harbour; Winter, T. H., Bishop Feild College.

HISTORY.

Butler, J., C. E. High, Trinity East; Savage, M. J., St. Bonaventure's College; Cleary, C. A., St. Bonaventure's College; Davis, F., C. E., Pool's Island; Dyett, Rita, Convent, St. Jacques; Le Drew, B. W., C. E. High, Kelligrews; Leseman, R. B., St. Bonaventure's College; Penny, Marguerite, Convent, St. Jacques; Thoms, J. E., C. E. High, Carbonear.

GEOGRAPHY.

Davis, F., C. E., Pool's Island; Fifield, L., C. E. High, Bonavista; Knight, Gertie, Presbyterian College; Reeves, G., C. E., St. Lawrence.

ARITHMETIC.

Clarke, Lizzie, Mercy Convent, Military Road; Crane, Marjorie, Bishop Spencer College; Curtis, L. R., Methodist College; Dewey, B. P., Methodist Superior, Greenspond; Duchemin, N. M., St. Bonaventure's College; Forsey, Jessie, Methodist Superior, Grand Bank; Hogan, P., R. C. Superior, Carbonear; Holmes, Eloise B., Methodist Superior, Wesleyville; Laing, E., C. E. High, Carbonear; Thompson, Gladys D., Methodist Academy, Brigus; Carew, C., C. E. High, Channel; Clement, Dora, C. E. High, Channel; Fifield, L., C. E. High, Bonavista; Howley, Lizzie, Mercy Convent, Military Road; Manuel, Maggie, Methodist Superior, Exploits; Rendell, Cicely, Private School; Smith, Mabel, Methodist, Hants Harbour; Tucker, W., Methodist College; Wornell, J., Methodist College; Batson, V. C., Methodist College; Brown, B., Methodist, Laureceton; Butler, H., Methodist Superior, Greenspond; Cashin, R. J., St. Bonaventure's College; Cleary, C. A., St. Bonaventure's College, Coleridge, W., Methodist Superior, Catalina; Dawson, Florence, Mercy Convent, Military Road; Fraser, Helen, Bishop Spencer College; Hampton, Florence, Methodist Academy, Brigus; Hirst, E., Methodist College; Hutchings, W. F. C., Methodist College; Inkpen, Classie, Methodist Superior, Burin S.; Keefe, A., C. E., Coley's Point; Meadus, Emily, Methodist Superior, Greenspond; Moores, E., Methodist Superior, Freshwater; Moores, G., Methodist, Salem; Noel, C. A., Methodist Superior, Freshwater; O'Leary, Minnie, Mercy Convent, Military Road; Power, A. F., St. Bonaventure's College; Rowe, A., C. E. High, Heart's Content; Ryan, Janie, R. C., Kingman's Cove; Sanders, H., C. E. High, Curling; Sutherby, F. R., St. Bonaventure's College; Tilley, S. W., Methodist, King's Point; Wagg, Jennie, Methodist Superior, Great Burin; White, F., Methodist Superior, Greenspond; Yates, Nellie, Methodist, King's Point; Brothers, P., R. C., Admiral's Cove; Bruce, H., Convent, St. George's; Collins, Ethel, Methodist, Flat Island; Goodyear, J., Methodist Superior, Grand Bank; Gosse, F., R. C.

High, Torbay; Gushue, G., Methodist College; Homer, Georgina, Methodist Superior, Carbonear; Kean, Sophie, Methodist, Brookfield; King, E. G., Methodist, Bauline; Knight, H., St. Bonaventure's College; Lunnen, C., C. E. High, Twillingate; Neary, Hilda, Presbyterian Convent; Pardy, M., Methodist, Little Harbour; Patten, Sarah, Methodist Superior, Grand Bank; Paul, R., Methodist, Epworth; Pincock, T. A., Methodist Superior, Greenspond; Rowe, L., C. E. High, Heart's Content; Savage, M. J., St. Bonaventure's College; Spencer, Ada, Methodist, New Bay; Stein, Clara, St. Bride's Academy, Little-dale; Stick, M., Methodist College; Taylor, L., Methodist Superior, Carbonear; Torraville, Beatrice, C. E. High, Fogo; White, B., Methodist Superior, Catalina; Winsor, Emma, Methodist Superior, Wesleyville; Yates, W., Methodist, King's Point; Andrews, A., Methodist College; Badcock, B., C. E. Grammar, Harbour Grace; Bartlett, D., Methodist College; Butt, Mary Hannah, Methodist Superior, Freshwater; Coady, May, Convent, Burin N.; Dawe, J., C. E., Coley's Point; Dunfield, Alice, Bishop Spencer College; Dwyer, Flossie, C. E. High, Harbour Grace; Fowlow, Etta May, C. E., Trinity N.; Hardy, J., Bishop Feild College; Harris, Winifred, Methodist College; Hollands, F., C. E. High, Trinity; Joyce, W., Methodist College; Kenny, Nancy, R. C., Riverhead, Fermeuse; Le Drew, B. W., C. E. High, Kelligrews; Leslie, Helen, Methodist, Whitbourne; MacDonald, Mary, R. C., Harbour Breton; McDonald, S., Methodist Superior, Grand Bank; Mercer, Lorina, C. E., Mercer's Cove; Mews, Lilla, Methodist College; O'Ryan, Gertrude, Convent, Conception; Payne, F., R. C., Harbour Breton; Penney, Mary, R. C., Chapel Side; Reeves, G., C. E., St. Laurence; Reid, E., Methodist, Green's Harbour; Rose, M., Methodist, Salmon Cove; Saunders, Maud, C. E. High, Greenspond; Snow, Etta, Methodist Superior, Bay Roberts; Somerton, Cicely, C. E., Portugal Cove; Steele, S. R., Bishop Feild College; Tait, Kate, C. E. High, Heart's Content; Thornhill, F., Congregational, Pool's Cove; Walshe, Bride, Convent, Renews; Young, Olive, Methodist Superior, Twillingate; Bungay, Emily, Convent, Burin N.; Butler, J., C. E. High, Trinity East; Carnichael, T., Presbyterian College; Carter, L., C. E. High, Channel; Costigan, R. R., St. Bonaventure's College; Cram, Lilian A., Methodist, Green's Harbour; Croucher, L. R., Bishop Feild College; Darby, Laura, Methodist Superior, Carbonear; Dyett, Rita, Convent, St. Jacques; Eagan, W., R. C. Superior, King's Cove; Eddy, Ethel M., Methodist, Boswarlas; Farnham, Gladys, C. E. High, Heart's Content; Farrell, Helena, Convent, Ferryland; Fewer, Rachel, R. C., Chapel's Cove; Flynn, G., R. C., Avondale; Hayward, Isobel, Methodist College; Hopkins, R. N., C. E. High, Heart's Content; Howard, Hettie, Presbyterian Convent; Howell, C., Presbyterian College; Hudson, H., Methodist College; Jolliffe, Emeline, Methodist College; Kirby, Annie, R. C. High, Holyrood; Lockyer, Mary C., R. C., Allan's Isle; Mahar, Mary, R. C.

Superior, Bay of Islands; Mahoney, L. P., R. C. High, Conception; Murphy, Victoria, R. C. High, Bell Island; Parrott, E., C. E., Scilly Cove; Parsons, E. T., Methodist, Newtown; Parsons, Rosa, C. E. High, Harbour Grace; Payne, Winnie, C. E. High, Twillingate; Power, J., R. C. Academy, Harbour Grace; Rendell, Alice, C. E. High, Heart's Content; Romaine, Ellen, Methodist, Musgrave Town; Ryan, J. J., St. Bonaventure's College; Sparkes, C., Methodist College; Taverner, C., Methodist, Pilley's Island; Thistle, F. J., St. Bonaventure's College; Vigus, Mabel, Methodist Superior, Burin S.; Wakely, H. C., Bishop Feild College; Weir, G., Methodist, Little Bay Island; Winsor, F. A., Methodist Superior, Wesleyville.

ALGEBRA.

Bartlett, Bertha, Methodist Academy, Brigus; Davis, F., C. E., Pool's Island; Wills, W., Methodist College; Wornell, J., Methodist College; Butler, H., Methodist Superior, Greenspond; Clement, Dora, C. E. High, Channel; Curtis, L. R., Methodist College; Fraser, Helen, Bishop Spencer College; Hirst, E., Methodist College; Holmes, Eloise B., Methodist Superior, Wesleyville; Leslie, Helen, Methodist, Whitbourne; Noel, C. A., Methodist Superior, Freshwater; Patten, Sarah, Methodist Superior, Grand Bank; Penny, G., C. E., English Harbour; Sparkes, C., Methodist College; Thompson, Gladys D. Methodist Academy, Brigus; Young, Olive, Methodist Superior, Twillingate; Hogan, P., R. C. Superior, Carbonear; Joyce, W., Methodist College; Winsor, Emma, Methodist Superior, Wesleyville; Burton, Gertrude, Methodist, Shambler's Cove; Collins, Ethel, Methodist, Flat Island; Croucher, L. R., Bishop Feild College; Dewey, B. P., Methodist Superior, Greenspond; Francis, C., Methodist, Salem; Jolliffe, A., Methodist College; Miles, J., C. E. High, Bonavista; Payne, Winnie, C. E. High, Twillingate; Power, J., R. C. Academy, Harbour Grace; Sanders, H., C. E. High, Curling; Saunders, Maud, C. E. High, Greenspond; Simmons, C., C. E. High, Fogo; Story, Carrie, Methodist College; Vigus, Mabel, Methodist Superior, Burin S.; Weir, G., Methodist, Little Bay Island; Yates, Nellie, Methodist, King's Point; Batson, V. C., Methodist College; Brushett, Mildred, Methodist Superior, Great Burin; Brushett, Susie, Methodist Superior, Great Burin; Butler, J., C. E. High, Trinity East; Butter, Emma J., C. E. High, Kelligrews; Carew, C., C. E. High, Channel; Conway, Annie, Convent, Renews; Davis, A., Methodist Superior, Greenspond; Dawe, Annie M., C. E., Upper Gullies; Dawson, Florence, Mercy Convent, Military Road; Doody, Mary M., Convent, Carbonear; Edgecombe, S., Methodist, Ochre Pit Cove; Fifield, L., C. E. High, Bonavista; Gushue, G., Methodist College; Guy, Annie L., C. E. High, Trinity; Hampton, Florence, Methodist Academy, Brigus; Holmes, Ida, Methodist, Seldom Come-By; Hopkins, R. N., C. E. High, Heart's Content;

Howley, Lizzie, Mercy Convent, Military Road ; Hutchings, W. F. C., Methodist College ; Ivany, Ethel, C. E. High, Trinity East ; Jones, Amy, C. E. High, Trinity East ; Kenny, Nancy, R. C., Riverhead, Fermeuse ; King, E. G., Methodist, Bauline ; Laing, E., C. E. High, Carbonear ; Lambe, Maggie, Convent, Brigus ; Lunnen, C., C. E. High, Twillingate ; Mercer, Lorina, C. E., Mercer's Cove ; Mews, Lilla, Methodist College ; Mifflin, F., C. E. High, Greenspond ; Moores, G., Methodist, Salem ; Purchase, Mary, C. E. High, Twillingate ; Rose, M., Methodist, Salmon Cove ; Stein, Clara, St. Bride's Academy, Littledale ; Tait, Kate, C. E. High, Heart's Content ; Tilley, S. W., Methodist, King's Point ; Torraville, Beatrice, C. E. High, Fogo ; Torraville, H., C. E. High, Fogo ; Walshe, Bride, Convent, Renews ; Webber, May, C. E. High, Tilt Cove ; White, F., Methodist Superior, Greenspond ; Bartlett, D., Methodist College ; Brown, B., Methodist, Laurenceton ; Brushett, Beatrice, Methodist Superior, Great Burin ; Burry, Maggie, C. E. High, Greenspond ; Crane, Marjorie, Bishop Spencer College ; Driscoll, Gertie, Convent, Conception ; Farnham, Gladys, C. E. High, Heart's Content ; Forsey, Jessie, Methodist Superior, Grand Bank ; Hancock, R., C. E. High, Tilt Cove ; Hennessey, Frances, Convent, Conception ; Hollands, F., C. E. High, Trinity ; Humphries, P., Methodist, Cape Freels ; Keates, Phœbe, Methodist, Barr'd Island ; Keating, Mary, Convent, St. George's ; King, Millicent, Methodist Superior, Fortune ; Le Drew, Eliza, Methodist Academy, Brigus ; Manuel, D., Methodist Superior, Exploits ; Martin, Nettie, C. E. High, Tilt Cove ; Murphy, Maggie, Convent, Brigus ; Murphy, Victoria, R. C. High, Bell Island ; O'Leary, Minnie, Mercy Convent, Military Road ; Pincock, T. A., Methodist Superior, Greenspond ; Ploughman, J., C. E. High, Trinity East ; Randell, C., C. E. High, Fogo ; Robertson, Edina, Methodist College ; Small, C., Methodist, Moreton's Harbour ; Somerton, F., C. E. High, Catalina ; Taylor, L., Methodist Superior, Carbonear ; Avery, Susie, Methodist Superior, Burin S. ; Blackall, Reta, Bishop Spencer College ; Brothers, P., R. C., Admiral's Cove ; Collins, Lucy, St. Bride's Academy, Littledale ; Fowlow, Etta May, C. E., Trinity N. ; Goodyear, J., Methodist, Millertown ; Hall, Gladys, Bishop Spencer College ; Harris, Tryphena, C. E. High, Bonavista ; Hayward, Althea, Bishop Spencer College ; Healey, F., R. C., Avondale ; Jensen, A. O., C. E., Harbour Breton ; Jolliffe, Emeline, Methodist College ; Kennedy, Bertha, R. C. High, Holyrood ; Keough, Agatha, Convent, Carbonear ; Knight, H., St. Bonaventure's College ; Le Drew, B. W., C. E. High, Kelligrews ; Little, J. H., Methodist Superior, Bonavista ; Manuel, Maggie, Methodist Superior, Exploits ; Matthews, G. D., Methodist, Pouch Cove ; Meadus, Emily, Methodist Superior, Greenspond ; Miffen, Mary, C. E. High, Bonavista ; Moore, Emmie, C. E., New Harbour ; Morris, Marion, Methodist, Little Bay Island ; Newman, Dorothy, Methodist Superior, Twillingate ; Norman, W., Methodist Superior, Cupids ;

Oke, C., Presbyterian College; Parsons, Jessie, Methodist, Perry's Cove; Pittman, Eda, C. E. High, Tilt Cove; Rowe, A., C. E. High, Heart's Content; Rowe, L., C. E. High, Heart's Content; Schumpf, Mary, R. C., Stephenville; Sims, Dorothy, C. E., Harbour Breton; Taverner, C., Methodist, Pilley's Island; Thoms, J. E., C. E. High, Carbonear; Thornhill, F., Congregational, Pool's Cove; Wade, Agatha, Convent, Conception; Wagg, Bessie, Methodist Superior, Great Burin; Wagg, Jennie, Methodist Superior, Great Burin; Way, J., C. E. High, Bonavista; Westcott, G. A., C. E. High, Carbonear; Yates, W., Methodist, King's Point; Young, J., Presbyterian College.

GEOMETRY.

McDonald, S., Methodist Superior, Grand Bank; Tucker, W., Methodist College; Bartlett, D., Methodist College; Dewey, B. P., Methodist Superior, Greenspond; Pincock, T. A., Methodist Superior, Greenspond; Cleary, C. A., St. Bonaventure's College; Curtis, L. R., Methodist College; Hutchings, W. F. C., Methodist College; Jolliffe, A., Methodist College; Keeping, A., Methodist College; Kennedy, Bertha, R. C. High, Holyrood; Sutherby, F. R., St. Bonaventure's College; Davis, F., C. E., Pool's Island; Gushue, G., Methodist College; Hirst, E., Methodist College; Hudson, H., Methodist College; James, T. L. C., Methodist College; Ryan, J. J., St. Bonaventure's College; Wornell, J., Methodist College.

BOOK-KEEPING.

Aylward, Hannah, R. C. Superior, Fortune Harbour; Holmes, Eloise B., Methodist Superior, Wesleyville; King, E. G., Methodist, Bauline; Dawson, Florence, Mercy Convent, Military Road; Hiscock, H., C. E. High, Fogo; Kennedy, J. J., C. E. High, Kelligrews; Pincock, T. A., Methodist Superior, Greenspond; Shea, Lizzie, R. C. Superior, Fortune Harbour; Vigus, Mabel, Methodist Superior, Burin S.; Andrews, A., Methodist College; Brown, Ellen, Methodist, Musgrave Town; Farrell, Helena, Convent, Ferryland; Fitzpatrick, Alicia, Mercy Convent, Military Road; Hirst, E., Methodist College; Holmes, Ida, Methodist, Seldom Come-By; Inkpen, Classie, Methodist Superior, Burin S.; Kennedy, Bertha, R. C. High, Holyrood; Paul, R., Methodist, Hepworth; Payne, Nellie, C. E. High, Fogo; Read, J., C. E. High, Curling; Reid, Nellie, C. E., Heart's Delight; Ross, J., C. E. Grammar, Harbour Grace; Rowe, L., C. E. High, Heart's Content; Tucker, W., Methodist College; Webber, May, C. E. High, Tilt Cove; Young, Hattie, Convent, St. Jacques; Bishop, Diana, C. E., Burnthead; Burton, Gertrude, Methodist, Shambler's Cove; Dunn, Annie, R. C., Chapel Side; Dwyer, Flossie, C. E. High, Harbour Grace; Dyett, Rita, Convent, St. Jacques; Guy, A., Methodist Superior, Catalina; Hamilton, R.,

R. C., Chapel Side ; Keates, Phoebe, Methodist, Barr'd Island ; Templeman, D., Methodist College ; Avery, Susie, Methodist Superior, Burin S. ; Bartlett, Bertha, Methodist Academy, Brigus ; Bartlett, D., Methodist College ; Burton, Violet, Methodist, Shambler's Cove ; Canning, W., Methodist Superior, Musgrave Harbour ; Carroll, Katie, R. C. Superior, Fortune Harbour ; Clarke, Lizzie, Mercy Convent, Military Road ; Delaney, Stella, Convent, St. George's ; Dewey, B. P., Methodist Superior, Greenspond ; Fewer, Rachel, R. C., Chapel's Cove ; Gardner, Clara, C. E., Springdale Street ; Guy, Annie L., C. E. High, Trinity ; Hollands, F., C. E. High, Trinity ; Hopkins, R. N., C. E. High, Heart's Content ; Hudson, A., Methodist Superior, Lower Island Cove ; Hudson, H., Methodist College ; Hutchings, W. F. C., Methodist College ; Keefe, A., C. E., Coley's Point ; Kennedy, May, Convent, Brigus ; Mifflin, F., C. E. High, Greenspond ; Noel, C. A., Methodist Superior, Freshwater ; Oake, Ida J., C. E. High, Change Islands ; Penney, Nellie, Methodist, Seldom Come-By ; Reeves, G., C. E., St. Laurence ; Roberts, Georgina, Methodist, Bluff Head Cove ; Roberts, Gertie, Methodist, Bluff Head Cove ; Rowsell, Nettie, C. E. High, Bonavista ; Saunders, Maud, C. E. High, Greenspond ; Scammell, W., C. E. High, Change Islands ; Shano, Emma, Methodist Superior, Lr. Island Cove ; Sparkes, C., Methodist College ; Taylor, Mildred, Methodist Superior, Cupids ; Templeman, Ella, C. E. High, Bonavista ; Thoms, J. E., C. E. High, Carbonear ; Trapnell, H., C. E. Grammar, Harbour Grace ; Way, J., C. E. High, Bonavista ; White, B., Methodist Superior, Catalina ; Williams, Agnes, Convent, Ferryland ; Wills, W., Methodist College ; Wilson, H., C. E. High, Trinity ; Woodland, P., Methodist Superior, Musgrave Harbour ; Wornell, J., Methodist College.

FRENCH.

O'Hagen, E. G., St. Bonaventure's College ; Cleary, C. A., St. Bonaventure's College ; Emerson, F. R., Bishop Feild College ; Fraser, Helen, Bishop Spencer College ; Dawson, Florence, Mercy Convent, Military Road ; Savage, M. J., St. Bonaventure's College ; Dunphy, Mary, R. C. Superior, King's Cove ; Hogan, P., R. C. Superior, Carbonear ; Howley, Lizzie, Mercy Convent, Military Road ; Butt, Emily, Methodist Superior, Western Bay ; Rendell, Cicely, Private School ; Byrne, Alice, St. Bride's Academy, Litledale ; Crummey, Lizzie, Methodist Superior, Western Bay ; Driscoll, Gertie, Convent, Conception ; Duchemin, N. M., St. Bonaventure's College ; Hollett, Hannah, Methodist Superior, Great Burin ; Holmes, Eloise B., Methodist Superior, Wesleyville ; Le Drew, Eliza, Methodist Academy, Brigus ; Leslie, Helen, Methodist, Whitbourne ; Murphy, Maggie, Convent, Brigus ; Norman, W., Methodist Superior, Cupids ; Robertson, Edina, Methodist College ; Short, R. J., Methodist Superior, Tilt Cove ; Steele,

S. R., Bishop Feild College; Stein, Clara, St. Bride's Academy, Littledale; Wheeler, Julia, Methodist, Shoal Brook.

LATIN.

Stein, Clara, St. Bride's Academy, Littledale; Savage, M. J., St. Bonaventure's College; Steele, S. R., Bishop Feild College; Duchemin, N. M., St. Bonaventure's College; Cleary, C. A., St. Bonaventure's College; Sutherby, F. R., St. Bonaventure's College.

GENERAL ELEMENTARY SCIENCE.

(None.)

HYGIENE.

Piercey, Ethel, Private Study, Trinity E.; Dunn, R., Methodist, Salem; Le Drew, Althea, Methodist, Change Islands; McDonald, S., Methodist Superior, Grand Bank; Warr, Bessie, Methodist, Little Harbour; Wilcox, Marjorie, C. E. High, Heart's Content; Briffett, Eleanor S., Methodist, Glovertown; Duchemin, N. M., St. Bonaventure's College; Laing, E., C. E. High, Carbonear; Lake, Alice, Methodist Superior, Fortune; Spencer, Sarah, Methodist Superior, Fortune; Weir, G., Methodist, Little Bay Island.

AGRICULTURE.

(None.)

PLAIN NEEDLEWORK.

Bowdring, Katie, St. Bride's Academy, Littledale; Byrne, Alice, St. Bride's Academy, Littledale; Collins, Lucy, St. Bride's Academy, Littledale; Gardner, Rose, St. Bride's Academy, Littledale; Gosse, Mary F., Convent, Torbay; Healey, Katie, St. Bride's Academy, Littledale; Knight, Gertie, Presbyterian College; O'Brien, Annie, St. Bride's Academy, Littledale; Yates, Nellie, Methodist, King's Point; Clarke, Lizzie, Mercy Convent, Military Road; Farrell, Helena, Convent, Ferryland; Harrington, Jose, Convent, Carbonear; Hayward, Isobel, Methodist College; Horwood, Rene, Methodist College; Jackman, Nellie, St. Bride's Academy, Littledale; Maunder, Hilda, Presbyterian College; Morris, Mary, St. Bride's Academy, Littledale; Shea, Alice, R. C., Barron Island; Shea, Margaret, R. C., Barron Island; Slack, Hannah, St. Bride's Academy, Littledale; Williams, Agnes, Convent, Ferryland; Hennessey, Ita, St. Bride's Academy, Littledale; Long, Mabel, Methodist College; Stein, Clara, St. Bride's Academy, Littledale; Abbott, Ethel, Convent, St. George's; Bourden, Dulcie, Methodist, Bluff Head Cove; Bowden, Rene, Methodist College; Bradbury, Gertie, Methodist, Carew

Street ; Dawson, Florence, Mercy Convent, Military Road ; Findlater, Mildred, Bishop Spencer College ; Hickey, Esther, Convent, Torbay ; Mayers, Miriam, St. Bride's Academy, Littledale ; Tremlett, May, R. C., Mount Carmel ; Bragg, Josephine, C. E. High, Greenspond ; McDonald, Ellie, R. C., Cove Road ; Neary, Hilda, Presentation Convent ; Quinn, Kitty, St. Bride's Academy, Littledale ; Young, Maggie, C. E. High, Greenspond ; Carroll, Katie, R. C. Superior, Fortune Harbour ; Clouston, Eleanor, Methodist College ; Darby, Dulcie, Methodist Superior, Great Burin ; Fraser, Helen, Bishop Spencer College ; Jolliffe, Emeline, Methodist College ; Leslie, Helen, Methodist, Whitbourne ; McGrath, Kathleen, Private Study ; McGrath, Mary, Convent, Torbay ; Schumpf, Mary, R. C., Stephenville ; Warr, Bessie, Methodist, Little Harbour ; Aylward, Hannah, R. C. Superior, Fortune Harbour ; Brushett, Susie, Methodist Superior, Great Burin ; Churchill, Gertie, Methodist, Pardy's Island ; Hudson, Valetta, Methodist, Adam's Cove ; Meadus, Emily, Methodist Superior, Greenspond ; Peters, Ellie, R. C., Harbour Breton ; Peters, Helen, Methodist College ; Roberts, Georgina, Methodist, Bluff Head Cove ; Ryan, Janie, R. C., Kingman's Cove ; Saunders, Maud, C. E. High, Greenspond ; Thistle, Claris, Methodist, King's Point ; Wade, Agatha, Convent, Conception.

PRACTICAL MUSIC.

Rendell, Cicely, Private School ; Steele, S. R., Bishop Feild College ; Hayward, Agnes P., Private School.

SHORTHAND.

Neary, Hilda, Presentation Convent ; Thornhill, F., Congregational, Pool's Cove ; Conway, Annie, Convent, Renews ; Dawson, Florence, Mercy Convent, Military Road ; Fraser, Helen, Bishop Spencer College ; Howard, Hettie, Presentation Convent ; Shears, B. H., Bishop Feild College ; Steele, S. R., Bishop Feild College ; Bourne, Emma, C. E., Pinchard's Island ; Clarke, Lizzie, Mercy Convent, Military Road ; Croucher, L. R., Bishop Feild College ; Doody, Mary M., Convent, Carbonear ; Hogan, P., R. C. Superior, Carbonear ; Keough, Agatha, Convent, Carbonear ; McDonald, Gertie, R. C., Cove Road ; Channing, Florence, Mercy Convent, Military Road ; Costigan, Cecilia, Convent, Harbour Main ; Ellis, F. A., Bishop Feild College ; Fitzpatrick, Alicia, Mercy Convent, Military Road ; McDonald, Ellie, R. C., Cove Road ; Rendell, C., Bishop Feild College ; Winter, T. H., Bishop Feild College ; Carew, C., C. E. High, Channel ; Collins, Lucy, St. Bride's Academy, Littledale ; Courage, Susie, C. E. High, Harbour Grace ; Driscoll, Gertie, Convent, Conception ; Hennessey, Frances, Convent, Conception ; Howley, Lizzie, Mercy Convent, Military Road ; McEvoy, Pearl, Convent, St Jacques ; O'Brien, Annie, St. Bride's Academy, Littledale ;

O'Connor, Mary, Presentation Convent; Wade, Agatha, Convent, Conception;
Walshe, Bride, Convent, Renew's.

TYPEWRITING AND OFFICE ROUTINE.

(None.)

SCHOOL MANAGEMENT.

Clarke, Lizzie, Mercy Convent, Military Road.

ART SUBJECTS.

Guy, A., Methodist Superior, Catalina; Collins, Lucy, St. Bride's Academy, Littledale; Guy, Annie L., C. E. High, Trinity; Healey, Katie, St. Bride's Academy, Littledale; Bowdring, Katie, St. Bride's Academy, Littledale; Byrne, Alice, St. Bride's Academy, Littledale; Dewey, B. P., Methodist Superior, Greenspond; Jackman, Nellie, St. Bride's Academy, Littledale; Manuel, Maggie, Methodist Superior, Exploits; Mayers, Miriam, St. Bride's Academy, Littledale; Yates, Nellie, Methodist, King's Point; Battcock, Mary, Private Study, Caplin Bay; Connolly, Beatrice, Convent, Brigus; Conway, Annie, Convent, Renew's; Crane, R., Bishop Feild College; Farnham, Gladys, C. E. High, Heart's Content; Fifield, L., C. E. High, Bonavista; Fraser, Helen, Bishop Spencer College; Gardner, Rose, St. Bride's Academy, Littledale; Gill, S., Methodist, Newtown; Hudson, C., Methodist, Adam's Cove; Pratt, Nellie, Methodist College; Rendell, Cicely, Private School; Rendell, Marion, C. E. High, Heart's Content; Rolls, H., C. E. High, Bonavista; Brown, B., Methodist, Laurenceton; Burton, Violet, Methodist, Shambler's Cove; Conway, Violet, St. Bride's Academy, Littledale; Cornick, S. F., Bishop Feild College; Davis, F., C. E., Pool's Island; Grant, Sophie, C. E. High, Trinity; Harrington, Jose, Convent, Carbonear; Hennessey, Ita, St. Bride's Academy, Littledale; Holmes, Eloise B., Methodist Superior, Wesleyville; Ivany, Ethel, C. E. High, Trinity East; Knight, Gertie, Presbyterian College; McLennon, Maggie, Convent, Placentia; Payne, Alice, C. E., South Side; Payne, Nellie, C. E. High, Fogo; Rennie, W., Presbyterian College; Sparkes, C., Methodist College; Stack, Hannah, St. Bride's Academy, Littledale; Wilcox, Marjorie, C. E. High, Heart's Content; Winsor, Emma, Methodist Superior, Wesleyville; Wornell, J., Methodist College.

LIST OF CANDIDATES TO WHOM ASSOCIATE
DIPLOMAS HAVE BEEN AWARDED.

[The years and divisions in which Candidates have received Associate Diploma
appear opposite their names.]

Adams, J. S.	...	...	...	...	1900 (2) ; 1901	(1)
Adrain, Helen, A.	...	...	...	...	1902	(2)
Anderson, T.	...	...	...	...	1896	(2)
Archibald, H. H.	...	...	...	...	1901	(1)
Atkinson, H. S.	...	...	...	...	1897	(1)
Baggs, G.	...	...	...	...	1908	(2)
Baird, B.	...	...	...	...	1903 (1) ; 1904	(2)
Benson, B. M.	...	...	...	...	1907 (1) ; 1908	(1)
Bernard, A. A.	...	...	...	...	1899	(2)
Bishop, C.	...	...	...	...	1909	(2)
Bishop, E. M.	...	...	...	...	1903	(2)
Bishop, H. J.	...	...	...	...	1901	(2)
Bishop, John F.	...	...	...	...	1905	(1)
Bishop, W. L.	...	...	...	...	1909	(1)
Blair, K. M.	...	...	...	...	1900	(1)
Blatch, H. E.	...	...	...	...	1899	Hons.
Bond, H.	...	...	...	...	1902	(1)
Boone, V. G.	...	...	...	...	1903	(2)
Bradbury, W. E.	...	...	...	...	1900	(2)
Bradley, F. G.	...	...	...	...	1905	(1)
Broderick, J. G.	...	...	...	...	1901	(1)
Brown, P.	...	...	...	...	1902	(2)
Brown, W.	...	...	...	...	1909	(1)
Burke, J.	...	...	...	...	1908	(2)
Burke, V. P.	...	...	...	...	1896	(2)
Burry, L. W.	...	...	...	...	1901	(2)
Butler, B.	...	...	...	...	1907	(1)
Butt, Lynn	...	...	...	...	1907	(1)

ASSOCIATE DIPLOMAS.

81

Butt, Maud	...	...	...	...	...	1900	(2)
Butt, S.	...	...	...	...	...	1907	(1)
Butt, W. M.	...	...	...	...	...	1901	(2)
Cahill, C. J.	...	...	...	...	...	1900	(2)
Canning, W.	...	...	...	...	...	1896 (2) ; 1897	(2)
Carmichael, Rose	...	...	...	...	...	1908 (1) ; 1909	(1)
Carter, E. L.	...	...	...	...	...	1908 (1) ; 1909	(1)
Carter, J. W.	...	...	...	...	...	1907 (1) ; 1908	Hons.
Casey, Annie J.	...	...	...	...	...	1903	(1)
Cave, W. H.	...	...	...	...	...	1901	(2)
Chafe, E.	...	...	...	...	...	1905	(1)
Chaplin, H. G.	...	...	...	...	...	1905 (2) ; 1906	(1)
Chipman, E. B.	...	...	...	...	...	1905	(1)
Clarke, L. B.	...	...	...	...	...	1897	(3)
Clouston, T.	...	...	...	...	...	1908 (1) ; 1909	(1)
Coffin, H.	...	...	...	...	...	1900	(2)
Collins, Eliza	...	...	...	...	...	1905	(2)
Collins, Emma	...	...	...	...	...	1905	(1)
Cornick, Amy	...	...	...	...	...	1907	(1)
Cowan, J. E.	...	...	...	...	...	1897	(2)
Cram, R.	...	...	...	...	...	1909	(2)
Cron, C.	...	...	...	...	...	1904 (1) ; 1905	(1)
Crummey, E. J.	...	...	...	...	...	1900	(2)
Curtis, P.	...	...	...	...	...	1909	(1)
Davis, C.	...	...	...	...	...	1909	(2)
Daw, W. F.	...	...	...	...	...	1908	(1)
Dawe, Emma	...	...	...	...	...	1896	(2)
Dawe, May	...	...	...	...	...	1897	(2)
Dawe, S. R.	...	...	...	...	...	1908	(1)
Dawe, V. C.	...	...	...	...	...	1909	(2)
Dawe, W. F.	...	...	...	...	...	1907	(1)
Day, F.	...	...	...	...	...	1896	(2)
Day, Gertie	...	...	...	...	...	1900	(2)
Day, W. G.	...	...	...	...	...	1907	(1)
Dickinson, Ethel G.	...	...	...	...	...	1897	(2)
Dickinson, H. W.	...	...	...	...	...	1889	(1)
Donnelly, J. W.	...	...	...	...	...	1900	(1)
Dunfield, B. E. S.	...	...	...	...	...	1905	Hons
Dunfield, Millicent	...	...	...	...	...	1907	(1)
Dwyer, M. P. P.	...	...	...	...	...	1901	(2)

Dwyer, Richard...	...	...	...	...	1897	(2)
Dwyer, T. R.	...	...	...	...	1909	(2)
Eagan, J. J.	...	...	...	...	1909	(2)
Edgar, Edith	...	...	...	...	1903	(2)
English, L. E. F.	...	...	...	...	1904 (1); 1905 (1); 1906	(1)
Facey, N. S.	...	...	...	...	1901	(2)
Fenelon, J.	...	...	...	...	1896	(1)
Fenwick, Alice	...	...	...	...	1909	Hons.
Fenwick, C.	...	...	...	...	1908 (2); 1909	(1)
Findlater, M. H.	...	...	...	...	1902	(2)
Fitzgerald, J. J....	...	...	...	...	1903 (1); 1904 (1); 1905	(1)
Fitzgerald, R. N.	...	...	...	...	1901	(2)
Flannery, Bride...	...	...	...	...	1906	(2)
Flemming, Anne	...	...	...	...	1907	(2)
Flynn, D. A.	...	...	...	...	1905 (1); 1906	Hons.
Follett, J. V.	...	...	...	...	1901	(1)
Forbes, J. M.	...	...	...	...	1896	(1)
Fox, J. E. J.	...	...	...	...	1907 (1); 1908 (1); 1909	(1)
Fox, Mary L.	...	...	...	...	1901	(2)
Francis, A.	...	...	...	...	1908	(2)
Frazer, Mary	...	...	...	...	1908 (1); 1909	(1)
Frew, R. S.	...	...	...	...	1899 (1); 1900	(1)
Gillingham, Ella	...	...	...	...	1907	(2)
Goodland, A. J. ...	...	...	...	...	1908	(2)
Goodyear, H. J. ...	...	...	...	...	1908	(2)
Grant, W. H.	...	...	...	...	1909	(2)
Green, G. L.	...	...	...	...	1901	(2)
Greene, J. J.	...	...	...	...	1903	(2)
Guy, N. M.	...	...	...	...	1901	(1)
Halley, T. P.	...	...	...	...	1907	(1)
Hannon, P. D.	...	...	...	...	1903	(1)
Hanrahan, J. P....	...	...	...	...	1904	(2)
Harding, Susie C.	...	...	...	...	1909	(2)
Hatcher, A. G.	...	...	...	...	1903	Hons.
Hatcher, H. G.	...	...	...	...	1903	(1)
Hatcher, R.	...	...	...	...	1898	(3)
Hearn, P. J.	...	...	...	...	1907	(2)
Herbert, S. M.	...	...	...	...	1899	Hons.
Herder, A. J.	...	...	...	...	1900 (2); 1901	(1)
Hewitt, G. H.	...	...	...	...	1900 (1); 1901 (1); 1902	Hons.

Hicks, G.	...	...	...	...	...	1909	(2)
Higgins, J. G.	...	...	...	...	...	1907 (1) ; 1908	Hons.
Higgins, W. J.	...	...	...	...	...	1897	(2)
Hill, Janie	...	...	...	...	...	1899	(2)
Hillyard, M. J.	...	...	...	...	...	1897	(3)
Hollands, Faith	...	...	...	...	...	1903	(1)
Holloway, Elsie	...	...	...	...	...	1900 (2) ; 1901	(2)
Horwood, Ada	...	...	...	...	...	1898	(2)
Horwood, Effie	...	...	...	...	...	1908 (2) ; 1909	(1)
House, G.	...	...	...	...	...	1907	(1)
Hudson, A. W.	...	...	...	...	...	1907	(2)
Hudson, L.	...	...	...	...	...	1908	(1)
Hunt, C. E.	...	...	...	...	...	1903	(1)
James, Gretta F.	...	...	...	...	...	1907 (1) ; 1908 (1) ; 1909	(1)
James, M. J.	...	...	...	...	...	1899	(1)
James, Maggie	...	...	...	...	...	1898	(2)
James, S. E.	...	...	...	...	...	1900	(2)
Janes, P.	...	...	...	...	...	1907	(2)
Joyce, Mary	...	...	...	...	...	1909	(1)
Kean, S. G.	...	...	...	...	...	1903	(2)
Kearney, S. J.	...	...	...	...	...	1909	(2)
Keating, M. A.	...	...	...	...	...	1906 (2) ; 1907	(1)
Kelly, J. C.	...	...	...	...	...	1899	(2)
Kendall, Gertrude	...	...	...	...	...	1900 (2) ; 1901	(1)
Kennedy, Gordon	...	...	...	...	...	1905 (1) ; 1906	Hons.
Kennedy, R.	...	...	...	...	...	1898	(2)
Keough, Mamie	...	...	...	...	...	1902	(2)
Kickham, Nellie	...	...	...	...	...	1900 (1) ; 1901	(2)
King, C. E.	...	...	...	...	...	1901	(1)
King, Dinah	...	...	...	...	...	1907	(2)
King, M.	...	...	...	...	...	1902	(1)
King, S. N.	...	...	...	...	...	1900	(1)
Kitchin, P.	...	...	...	...	...	1896	(2)
Knight, J. St. P.	...	...	...	...	...	1903 (1) ; 1904 (1) ; 1905	(1)
Lacey, A.	...	...	...	...	...	1907	Hons.
Lambe, T. F.	...	...	...	...	...	1906 (1) ; 1907	Hons.
Lanning, John	...	...	...	...	...	1905	(1)
Le Drew, H.	...	...	...	...	...	1900	(2)
Le Drew, I. S.	...	...	...	...	...	1897	(2)
Le Drew, R. S.	...	...	...	...	...	1907	(1)

MacDonald, Bessie	...	...	...	...	...	1907	(1)
MacDonnell, J.	...	...	...	...	...	1907	(2)
Mackay, W. R.	...	...	...	...	...	1906	(1)
Mackey, J. E.	...	...	...	...	...	1905	(2)
Macpherson, C.	...	...	...	...	...	1896	(2)
Maher, Lizzie	...	...	...	...	...	1900	(2)
Malcolm, F. F.	...	...	...	...	...	1906	(1)
Malcolm, W. G.	...	...	...	...	1902 (1) ; 1903	Hons.	
March, Gertrude	...	...	...	...	1906 (2) ; 1907	(1)	
Martin, A. R.	...	...	...	...	1908 (1) ; 1909	(1)	
Martin, Annie	...	...	...	...	1902	(2)	
McCarthy, T. J.	...	...	...	...	1908	(1)	
McCowan, W.	...	...	...	...	1896	(4)	
McGirr, Mary	...	...	...	...	1902	(1)	
McGrath, F. J.	...	...	...	...	1909	(2)	
McGrath, J. W.	...	...	...	1905 (1) ; 1906 and 1907	Hons.		
McGrath, R.	...	...	...	...	1902	(2)	
McIntyre, R. A.	...	...	...	...	1903 (1) ; 1904	(1)	
McNeily, J. W.	...	...	...	...	1899	(2)	
McNeily, W.	...	...	...	...	1896	(2)	
Menchoins, A.	...	...	...	...	1902	(1)	
Mercer, Eliza M.	...	...	...	...	1907	(2)	
Mercer, R. F.	...	...	...	...	1901	(1)	
Mercer, S. A. B.	...	...	...	...	1898	(4)	
Miffin, S. C.	...	...	...	...	1909	(1)	
Miller, Janet	...	...	...	...	1909	Hons.	
Miller, Stella	...	...	...	...	1909	(2)	
Mitchell, J. B.	...	...	...	...	1906 (1) ; 1907	Hons.	
Moores, Ethel	...	...	...	...	1900	(2)	
Moores, G. A.	...	...	...	...	1900	(1)	
Moran, J.	...	...	...	...	1903	(1)	
Morine, S. H.	...	...	...	...	1906	(1)	
Mosdell, H.	...	...	...	...	1900	(2)	
Mosdell, W.	...	...	...	...	1899 (1) ; 1900	(1)	
Moulton, C.	...	...	...	...	1907	(1)	
Moulton, Maud M.	...	...	...	...	1901	(2)	
Mullowney, M. E.	...	...	...	...	1902	(2)	
Murphy, W. A.	...	...	...	...	1893	(2)	
Murray, M. J.	...	...	...	...	1896	(3)	
Mursell, Jessie	...	...	...	...	1908	(1)	

Netten, P.	...	...	...	...	...	1896	(2)
Noonan, Mary	...	...	...	...	... 1903	(2) ; 1904	(2)
Norman, J.	...	...	...	...	...	1901	(1)
Nugent, Hannah	...	...	...	...	...	1900	(1)
O'Dea, J. L.	...	...	...	...	...	1908	(2)
O'Rourke, Gertrude	...	...	...	...	...	1907	Hons.
Osmond, M. B.	...	...	...	...	...	1900	(2)
Paine, C.	...	...	...	...	...	1903	Hons.
Parsons, E. F. May	...	...	...	...	...	1908	(1)
Parsons, I.	...	...	...	...	...	1902	(2)
Parsons, J.	...	...	...	...	...	1907	(1)
Payne, W. T.	...	...	...	...	...	1891	(2)
Penney, E.	...	...	...	...	...	1905	(1)
Penney, J. J.	...	...	...	...	... 1903	(1) ; 1904	(1)
Perry, T. H.	...	...	...	...	...	1908	(1)
Pincock, C.	...	...	...	...	... 1902	(1) ; 1903	Hons.
Pippy, J. F.	...	...	...	...	...	1902	(1)
Pippy, W. J. W.	...	...	...	...	...	1901	(2)
Pittman, Blanche	...	...	...	...	...	1909	(2)
Pittman, W.	...	...	...	...	...	1900	(2)
Power, A. M.	...	...	...	...	... 1901	(1) ; 1902	Hons.
Power, M. F.	...	...	...	...	...	1897	(3)
Power, M. S.	1907	(1) ; 1908	(1) ; 1909	(1)
Pratt, E. J.	...	...	...	...	...	1902	Hons.
Pratt, J.	...	...	...	...	...	1897	(2)
Pugh, Minnie	...	...	...	...	...	1908	(1)
Randell, Mary	...	...	...	...	...	1907	(2)
Rawlins, J. J.	...	...	...	...	...	1902	(2)
Reeves, A. G.	...	...	...	...	...	1902	(1)
Reeves, B. G.	...	...	...	...	...	1897	(2)
Reeves, Selina	...	...	...	...	...	1905	(1)
Richards, J.	...	...	...	...	...	1902	(2)
Richards, R. H.	...	...	...	...	...	1901	(1)
Richards, T. J.	...	...	...	...	...	1900	(2)
Robertson, A. S.	...	...	...	...	...	1909	(1)
Rodger, H. F.	...	...	...	...	...	1899	(1)
Rodger, W.	...	...	...	...	...	1903	(2)
Rowsell, R.	...	...	...	...	... 1907	(2) ; 1908	(1)
Russell, Martha	...	...	...	...	...	1903	(2)
Sainthill, H.	...	...	...	...	...	1907	(1)

Samson, I. J.	...	...	...	...	...	1900	(1)
Scott, F. H.	...	...	...	...	...	1904 (1) ; 1905	(1)
Serrick, A.	...	...	...	...	...	1899	(1)
Sharpe, E. L.	...	...	...	...	...	1909	(1)
Shears, A. G.	...	...	...	...	...	1898	(2)
Shears, W. H.	...	...	...	...	...	1898	(3)
Soper, S. H.	...	...	...	...	...	1903	(1)
Spracklin, G. G.	...	...	...	...	...	1901	(2)
Squires, B. H.	...	...	...	...	...	1902	(2)
Squires, R. A.	...	...	...	...	...	1898	(2)
St. Croix, S.	...	...	...	...	...	1902	(2)
St. George, Katie	...	...	...	...	...	1897	(2)
Steed, Elizabeth M.	...	...	...	...	...	1901 (2) ; 1903	(3)
Stentafor, L.	...	...	...	...	...	1896	(3)
Stirling, F.	...	...	...	...	...	1896	(2)
Stone, A.	...	...	...	...	...	1898	(2)
Strong, Bessie	...	...	...	...	...	1908	(1)
Strong, H.	...	...	...	...	...	1909	(2)
Summers, M. F.	...	...	...	...	...	1906 (1) ; 1907	(1)
Tait, H. S.	...	...	...	...	...	1908	(1)
Tait, R. H.	...	...	...	...	...	1908	(1)
Taylor, G.	...	...	...	...	...	1901	(1)
Temple, W. B.	...	...	...	...	...	1898	(2)
Templeman, W.	...	...	...	...	...	1909	(2)
Templeton, Edith	...	...	...	...	...	1902	(2)
Thompson, Clara	...	...	...	...	...	1908	(1)
Thompson, S.	...	...	...	...	...	1896	(2)
Tobin, Bertille	...	...	...	...	...	1906	(1)
Udle, Ethel F. G.	...	...	...	...	...	1902 (2) ; 1903	(1)
Vail, W. A.	...	...	...	...	...	1908	(2)
Vatcher, A.	...	...	...	...	...	1904	(1)
Walker, J. J.	...	...	...	...	...	1900	(2)
Watson, E. D.	...	...	...	...	...	1899	(1)
Way, Edna	...	...	...	...	...	1905	(2)
Way, H. R.	...	...	...	...	...	1898	(2)
Webber, Selina	...	...	...	...	...	1900	(1)
Whelan, M.	...	...	...	...	...	1902	(2)
White, A.	...	...	...	...	...	1902	(1)
White, G. S.	...	...	...	...	...	1903 Hons.	
White, R.	...	...	...	...	...	1896	(2)

Wilson, E. J.	...	...	...	...	...	1903	(2)
Wilson, E. J.	...	...	...	...	...	1902 (2) ; 1903	(1)
Winsor, S.	...	...	...	...	...	1907	(1)
Winter, H. A.	...	...	...	...	...	1905	Hons.
Winter, J. A.	...	...	...	...	...	1905	(1)
Winter, Madaline	...	...	...	...	...	1908	(1)
Woods, Julia	...	...	...	...	...	1898	(4)
Woods, Millicent	...	...	...	...	...	1902	Hons.
Worrall, Mabel	...	...	...	...	...	1902	(2)

SYNOPSIS OF RESULTS.

TABLE I.

Table showing number of Candidates gaining Distinction, Passing, and Failing, respectively, in each Subject in each Grade of Diploma Examinations.

	ASSOCIATE				INTERMEDIATE				PRELIMINARY			
	Distinction	Pass without Distinction	Fail	Total	Distinction	Pass without Distinction	Fail	Total	Distinction	Pass without Distinction	Fail	Total
English	6	51	4	61	29	428	11	468	56	787	132	975
Elementary Mathematics...	2	41	18	61	...	...	...	...	...	...	...	...
Arithmetic ... ..	...	...	...	...	42	354	72	468	141	693	136	970
Algebra ... ..	...	...	...	...	31	254	166	451	148	640	118	906
Geometry ... ..	...	...	...	...	32	177	64	273	19	151	152	322
Latin... ..	3	14	2	19	6	25	6	37	6	35	15	56
Greek	0	2	0	2	1	1	2	4	...	...	...	...
Chemistry	0	4	7	11	0	13	10	23	...	...	...	...
Mechanics	4	7	1	12	1	0	0	1	...	...	...	...
General Elementary Science	...	...	...	...	2	10	7	19	0	4	3	7
Physiography ... ..	...	...	...	...	0	11	3	14	...	...	...	...
Agriculture... ..	...	...	...	...	0	2	2	4	0	9	2	11
Navigation	0	3	0	3	0	5	2	7	...	...	...	...
Mensuration & Land Surveying...	...	...	...	...	50	61	18	129	...	...	...	...
Geography ... ..	...	...	...	...	32	149	28	209	4	602	228	834
History	2	33	8	43	16	120	61	197	10	239	167	416
English Literature	4	21	3	28	...	...	...	...	...	...	...	...
Hygiene	2	10	2	14	14	227	37	278	12	515	133	660
French	7	28	16	51	69	147	25	241	26	246	85	357
Book-keeping ... ..	...	...	...	...	68	185	12	265	77	444	60	581
Shorthand	0	7	0	7	38	71	6	115	33	142	52	227
Theory & Practice of Education...	0	15	0	15	...	...	...	...	...	...	...	...
School Management ... ..	...	...	...	...	7	174	81	262	1	96	111	208
Typewriting & Office Routine ...	...	...	...	...	1	2	0	3	0	11	3	14
Scripture History ... ..	...	...	...	...	4	14	1	19	23	222	65	310
Plain Needlework ... ..	...	...	...	...	11	30	16	57	60	397	117	574
Practical Music ... ..	...	...	...	...	1	3	0	4	3	7	0	10
Art Subjects & Penmanship ...	1	0	0	1	29	289	20	338	45	592	64	701

TABLE II.

Table showing the number of Candidates Passing and Failing respectively in each Subject of the Examination for Primary Certificates in 1909.

	English Spelling Test, &c.	English Grammar	English Literature	Arithmetic	Hygiene	History	Geography	Algebra	Geometry	Freehand Drawing	Plain Needlework
Pass	1030	1014	844	1047	955	174	838	818	3	390	545
Fail	177	193	363	160	249	102	129	192	9	129	173
Total ...	1207	1207	1207	1207	1204	276	967	1010	12	519	718

TABLE III.

Table showing the number of Candidates who Entered for, Sat, and Passed the Examinations in 1909.

GRADE	ENTERED	SAT	PASSED	PERCENTAGE OF PASSES
Primary	1,466	1,207	694	57.49
Preliminary	1,082	975	676	70.35
Intermediate	526	468	368	78.63
Associate	68	61	34	55.73
Totals	3,042	2,711	1,772	75.32

TABLE IV.

Table showing the Divisions in which the Candidates Passed in the Three Grades of the Diploma Examinations.

	PRELIMINARY GRADE	INTERMEDIATE GRADE	ASSOCIATE GRADE
Honours Division {	Boys ... 13	19	—
	Girls ... 9	16	2
First Division {	Boys ... 64	51	12
	Girls ... 96	70	5
Second Division {	Boys ... 195	100	12
	Girls ... 299	112	3
Totals	676	368	34

Examination Papers,
1909.

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The College of Preceptors

(INCORPORATED BY ROYAL CHARTER),

LONDON, ENGLAND.

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Needlework—Miss S. LOCH.

PRIMARY CERTIFICATE
PAPERS.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH GRAMMAR.

Tuesday, June 22nd, 1909.—Afternoon, 3.45 to 5.15.

Work neatly.

1. What is a *verb*? Distinguish between *transitive* and *intransitive* verbs. (7)
2. How can you tell if a word in a sentence is an *adverb* or a *preposition*? (5)
3. Give the feminine forms of *hero*, *executor*, *duke*, *king*, *nephew*; and the possessive plural of *cat*, *man*, *lady*, *I*, *he*. (10)
4. Correct the following sentences, giving your reasons :—
 - (a) He begun his holidays yesterday.
 - (b) She is the best of the two.
 - (c) The children who I saw playing are now in school.
 - (d) He is not so heavy as me. (24)
5. Explain clearly what is meant by the *predicate* of a sentence, taking (c) in Question 6 as an illustration. (8)
6. Analyse the following sentences in the manner shown below :—
 - (a) "Come into the parlour."
 - (b) "Quiet and dark, beside him stood the Phantom."
 - (c) "The stag at eve had drunk his fill."
 - (d) "And of the trackers of the deer,
Scarce half the lessening pack was near." (28)

Arrange the sentences thus :—

	Subjects.	Predicates.	Objects.	Extensions.
(a)				
(b)				
(c)				
(d)				

7. Parse fully the following sentence :—
 "But, ere his fleet career he took." (18)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH LITERATURE.

Wednesday, June 23rd, 1909.—Afternoon, 2.30 to 4.30.

Work neatly.

SCOTT'S "LADY OF THE LAKE," CANTO I., STANZAS 1 TO 9; AND DICKENS'S
"CHRISTMAS CAROL."

1. About what year was "The Lady of the Lake" published? Why is this an appropriate title? (5)
2. Give the meaning of *rill, cairn, quarry, rampart, whinyard*. (5)
3. Who was "the hunter," and why did he abandon the chase? (6)
4. Give clearly, in your own words, the meaning of the following passage:—
"Alone, but with unabated zeal,
That horseman plied the scourge and steel;
For, jaded now and spent with toil,
Emboss'd with foam, and dark with soil,
While every gasp with sobs he drew,
The labouring stag strain'd full in view." (12)
5. Write the six lines following
"He sorrow'd o'er the expiring horse." (12)
6. What is a "Carol"? State, in a few words, what lesson may be learnt from this Christmas Carol. (8)
7. Describe briefly what was done on Christmas eve at "Old Fezziwig's warehouse." (8)
8. By whom, and on what occasions, were the following words spoken?—
(a) "Are there no prisons?"
(b) "I am here to-night to warn you that you have yet a chance and hope of escaping my fate."
(c) "I will not be the man I must have been but for this intercourse."
(d) "It really seemed as if he had known Tiny Tim and felt with us."
(e) "God bless us every one!" (20)
9. State what different scenes were made visible to Scrooge by the First of the Three Spirits. (12)
10. What opinions have you formed respecting (a) Scrooge's nephew, (b) Bob Cratchit? What leads you to the opinion in each case? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH.

Tuesday, June 22nd, 1909.—Afternoon, 2 to 2.10.

Work neatly.

1. REPRODUCTION OF STORY.

Study this passage for TEN minutes. When it has been taken from you, write out as nearly as you can, the substance of it in your own words.

Off the Cape of Good Hope a severe storm had come on. A ship that had been lying at anchor was driven by the gale on the rocks and was beginning to break up. Most of the crew were washed overboard: some were drowned, and others managed to get hold of floating pieces of wood, to which they clung desperately. A great many people were gathered on the shore, watching them silently, but unable to do anything, for the sea was running too high to admit of a boat being launched. Among the crowd was an old farmer on a fine horse. After he had gazed for some time in horror at the struggles of the seamen in the waves, an idea came into his head.

His horse was a splendid swimmer, and able to stand a great deal of hard work, and by means of it he would try to save some of the poor sailors. So, seating himself firmly in the saddle, he plunged into the breakers. The crowd looked on breathlessly. Horse and rider seemed swallowed up for a moment by the terrible waves, but at last the horse was seen striking out boldly. They reached the wreck, and the old man came back to shore, with a man holding on to each of his feet, the noble horse pulling them along gallantly. Seven times backwards and forwards they went, and so brought fourteen men safely to shore. But the eighth time the old man was swept from the horse's back by a gigantic wave. The horse managed to swim ashore, but his brave master was never seen again. (40)

2. SPELLING TEST.

Write out carefully the following passage, spelling fully and properly the words in which some letters are omitted:—

Last night the wind blew quite a hur-cane and r-n fell in tor-nts. No one in these parts can rec-l-ct a storm of such viol-nce. Much dam-ge was done. In the Park the fine av-nues of trees leading through it in dif-r-nt di-ctions have been ter-bly injured. In the vil-ge a stack of chimn-s has been blown down, sever-l cot-ges have fallen, and the br-ge over the str-m which sep-r-tes it from the road has been d-stroyed. (36)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

HISTORY.

Tuesday, June 22nd, 1909.—Morning, 9.15 to 10.45.

Only SIX questions to be answered. Read carefully each question before you answer it. You must not answer both (a) and (b) in any question.

Give short, clear answers. Mention only those facts which have to do with the question.

Work neatly.

1. What do you know of (i.) Canute, (ii.) Edward the Confessor? (20)
2. Describe *either* (a) the measures taken by William I. *after his accession* to subdue the English, *or* (b) the English attempts to conquer the French in the reign of Henry VI. (20)
3. Tell the story *either* (a) of the White Ship *or* (b) of Perkin Warbeck. (12)
4. Write shortly what you know of *any two* of the following :—Chaucer, Stephen Langton, the Battle of Bannockburn, John of Gaunt, a Tournament. (20)
5. Give a short account of *either* (a) Robert of Normandy *or* (b) Warwick the Kingmaker. (12)
6. In what reign or reigns did the following persons live?—Write against each name *one* important fact or event with which it is connected : Anselm, Strongbow, Hotspur, Caxton, Columbus. (15)
7. Write shortly what you know of (i.) a King's favourite who was executed, (ii.) two men who were burnt for heresy. What do you understand by *heresy*? (15)
8. Whom did Henry VII. marry? What were the names of his four children? One of these children, though she did not herself come to the throne, was the ancestress of a line of English Kings. Explain this. (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

GEOGRAPHY.

Wednesday, June 23rd, 1909.—Morning, 11.15 to 1.

Work neatly.

N.B.—Only FIVE questions may be tried, of which the FIRST must be one.

[NOTE.—Instead of writing answers to the FIRST question, a Map of Newfoundland may be drawn with the places named below inserted.]

1. In Newfoundland—
 - (a) Name the *two* bays that almost separate the peninsula of Avalon from the mainland.
 - (b) Where are the following towns?—Port aux Basques, Carbon-ear, Heart's Content, and St. John's.
 - (c) Where are Grand Lake, Gander Lake, Burin Peninsula, Long Range, and Strait of Belle Isle? (28)
2. How is it that—
 - (a) When it is 12 noon in England, it is about 8.30 a.m. in Newfoundland?
 - (b) So many fish are to be found in the sea round Newfoundland? (18)
3. Describe, in words, and draw a picture of *any five* of the following:—*estuary, isthmus, glacier, fjord, river-basin, confluence, plateau.* (18)
4. Where are the following countries?—State the chief town of each:—Cape Colony, Turkey, Persia, New South Wales, Venezuela. (18)
5. Where are the following rivers?—Name *one* important town on each:—Nile, Thames, Mississippi, Volga, Ganges. (18)
6. What are the following, and where are they to be found?—Malay Archipelago, Himalayas, Madagascar, Sahara, Alaska. (18)
7. What do you know about the following, and where is each to be found?—*rubber, coffee, tea, cotton, ivory.* (18)
8. What do you understand by *any five* of the following?—*imports, emigrant, a navigable river, aurora borealis, pasture land, right bank of a river.* (18)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ARITHMETIC.

Wednesday, June 23rd, 1909. — Morning, 9 to 11.

All the working must be shown.

Work neatly.

1. From one million subtract nine hundred and nine thousand eight hundred and seven. Write down your answer in words. (8)
2. Multiply 78067 by 809. (8)
3. Reduce 56 days 21 hours 10 min. 15 sec. to seconds. (9)
4. (i.) Add $\frac{2}{3}$, $\frac{5}{6}$, $\frac{7}{12}$, $\frac{1}{24}$;
(ii.) Subtract $2\frac{3}{8}$ from $4\frac{1}{8}$. (10)
5. (i.) Explain what you mean by a *decimal*, and express as decimals—
 $\frac{1}{10}$, $\frac{7}{100}$, $\frac{3}{1000}$;
(ii.) Multiply 2.67 by .021. (12)
6. Make out a bill for the following:—8 yd. silk, at \$1.18 per yard;
14 yd. calico, at \$0.13 per yard; 6 yd. velvet, at \$1.75 per yard;
15 yd. muslin, at \$0.30. (16)
7. The sum of the eighth and ninth parts of a certain number is 17.
What is the number? (10)
8. A man's annual income is £520. 10s. If he spends each week £6. 11s. and each year devotes one-tenth of his whole income to charitable purposes, how much does he save annually? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

TOTS (to accompany Arithmetic Paper).

Wednesday, June 23rd, 1909. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated :—

2 3 9	3 6 5 4	7 8 9	6 5 4 4
5 6	6 6 6	6 8	8 7 6
7 8 3	4 4	6 4 5	5 4
9 9	7 8 9	9 8 7 6	9
8 7 6 5	7 7	5 4	9 0 8
8 8	2 0 6	7 0 6	7 7
5 4 6	8 5	5 5	1 2 3 4
7 7	9	6 7	7 6 5

\$ 9 9.5 6	\$ 8 7 0 6.5 5	\$ 8 8 8.8	\$ 9 5.5
4 0 8.7 5	8 8.7	6 7.5	7 8 6.4 5
8 7 6.0 7	6.7 5	5 4 7 6.7 5	6 7 5 4.7 5
9 9.6 6	4 8 7.6 5	9 9.8 5	9 0 9.6

£	s.	d.	£	s.	d.
1 9	19	9 $\frac{1}{4}$	3 8	18	8 $\frac{1}{2}$
8	16	8 $\frac{1}{2}$	9	17	7 $\frac{1}{4}$
7	11	11 $\frac{3}{4}$	4 5 6	16	9 $\frac{3}{4}$
2 9	18	6	9 9	19	11 $\frac{1}{2}$

£	s.	d.	£	s.	d.
5 6 7	17	6	9 9	9	9 $\frac{3}{4}$
7 5	15	11 $\frac{1}{4}$	8	7	6 $\frac{1}{2}$
8	18	9	8 0 7	13	8 $\frac{1}{4}$
1 7	16	7 $\frac{1}{4}$	5	15	5 $\frac{1}{2}$

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ALGEBRA.

Tuesday, June 22nd, 1909. — Morning, 11 to 12.45.

All the working must be shown.

Work neatly.

1. Find the numerical value of $3abcd - b^2c - 6a^3$ when $a = 1$, $b = 2$, $c = 3$, and $d = 0$. (10)
2. Remove the brackets and simplify—
$$4x - \{3a + (5x - 3a)\}.$$
 (10)
3. Add together—
$$7x^2 - 9x + 5, -14x^2 + 15x - 7, 15x^2 - 30x - 13, -5x^2 + 24x + 15.$$
 (10)
4. Multiply $3x + 4y + 5z$ by $3x - 4y + 5z$. (12)
5. Divide $6x^3 - 16x^2 + 23x - 10$ by $3x - 2$. (12)
6. Resolve into factors—
(i.) $3x^2 - 7x + 2$; (ii.) $4x^2 + 8x - 21$; (iii.) $6x^2 + 13xy + 6y^2$. (15)
7. Solve the equations :—
(i.) $8(x - 3) - (6 - 2x) = 2(x + 2) - 5(5 - x)$;
(ii.) $7(2 - x) - 3(4 - 2x) - 4(1 - x) = -8$. (16)
8. A workman is paid x dollars a week. Express this in pounds per annum. [1 dollar = 4s. 2d.] (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

GEOMETRY.

Thursday, June 24th, 1909.—Morning, 9 to 11.

The figures must be drawn neatly and accurately, and all lines used in construction must be clearly shown.

1. Draw a triangle with base 3.5 inches, and the angles at each end of the base 50° and 70° . Measure the other two sides and the third angle, and show that it is equal to the angle of an equilateral triangle. (10)
2. Two roads branch off at A , making an angle of 35° with one another. There are two places B and C , B situate along one road 7 miles from A and C situate along the other 8 miles from A . Draw a map to scale, and measure the distance of B and C from one another. (10)
3. The distance from a place A to a place B is 5 miles, from B to another place C is 4 miles, and from C to A is 3 miles. Draw a plan of A , B , and C , stating the scale you use, and find the distance of C from the middle point of AB . (15)
4. Construct a triangle ABC , with sides AB and AC 4.2 and 5.3 centimetres, and the included angle 25° . Measure BC and the angles ABC and ACB ; and on the other side of BC , remote from A , describe another triangle equal in all respects to the triangle ABC , with the angle DBC equal to the angle ACB , and the angle DCB equal to the angle ABC . Show that a parallelogram is thus formed. (20)
5. B is the foot of a tower, BC its height, and ADB a horizontal line on the ground, perpendicular to BC . AD is 75 feet, and the angles CDB and CAB are 41° and 24° . Draw a plan to scale and measure BC and BD . (20)
6. Draw a circle with radius 2 inches. Place in it a line 3 inches long with its ends on the circumference. (i.) Find the nearest distance of this line from the centre; (ii.) at its extremities draw tangents to the circle, and measure the angle at which they meet. (25)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

HYGIENE.

Thursday, June 24th, 1909.—Morning, 11.15 to 12.45.

Work neatly.

1. What changes occur in a slice of fat beef during its digestion? (20)
2. Trace the subsequent history of the air taken into our lungs by breathing. Why is it important to breathe through the nose and not through the mouth? (20)
3. Explain the meaning of the following terms:—*thorax, liver, stomach, gullet.* (10)
4. Why does the breathing become more rapid when exercise is taken? (10)
5. Why is *cleanliness* of the skin of such great importance? (10)
6. Explain why excessive tea-drinking is harmful. (10)
7. In what position should a book be held for reading (*a*) with regard to the eyes, (*b*) with regard to the source of light? (10)
8. Give a short account of the work done by the heart. (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

PLAIN NEEDLEWORK.

Thursday, June 24th, 1909.—Afternoon, 2 to 4.30.

1. From the lined paper supplied, cut out and tack together a working woman's apron (half size). (40)
2. From the calico supplied, make up two bands. On one, work a button-hole and sew on two buttons; and, on the other, put on a tape loop. (40)
3. With the wool supplied, cast on 30 loops on three needles (10 on each needle) and knit as many rows, purl and plain, as time will permit, showing join, and cast off. (20)

PRELIMINARY.

[For Candidates prepared on the AUTHORIZED Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Preliminary Grade).

The Acts of the Apostles.

Tuesday, June 22nd, 1909.—Afternoon, 4.15 to 5.45.

Work neatly.

1. Describe the healing of a lame man at the Temple Gate by Peter and John. How did they answer the question put at their trial before the Council, "By what power, or by what name, have ye done this?" (14)
2. For what purpose were the Seven Deacons appointed? Relate briefly *either* the stoning of Stephen *or* the missionary work of Philip in Samaria. (14)
3. Give an account of any *two* of the three persons who bear the name of Ananias in this book. (10)
4. On two occasions Peter was delivered from prison by an angel. Narrate shortly the circumstances in each case. (12)
5. What was the effect on the Deputy of Cyprus when Paul and Barnabas preached before him at Paphos? (12)
6. Where was Philippi? How did the magistrates of that colony deal with Paul and Silas when they were charged with "troubling the city"? (12)
7. What is recorded of Agabus, Demetrius the silversmith, Festus the governor? (12)
8. Explain, in your own words, the following passages in St. Luke's account of the voyage to Italy, and especially the phrases in *italics*:—
 - (a) "And *running under* a certain island, . . . we had much work *to come by* the boat: which when they had taken up, they used *helps*, undergirding the ship."
 - (b) "They *loosed the rudder-bands*, and hoisted up the mainsail to the wind." (14)

[For Candidates prepared on the DOUAY Version.]

SCRIPTURE HISTORY (Preliminary Grade).

The Acts of the Apostles.

Tuesday, June 22nd, 1909.—Afternoon, 4.15 to 5.45.

Work neatly.

1. Describe the healing of a lame man at the Temple Gate by Peter and John. How did they answer the question put at their trial before the High Priest, "By what name, or by what power, have you done this?" (14)
2. For what purpose were the Seven Deacons appointed? Relate briefly *either* the stoning of Stephen *or* the missionary work of Philip in Samaria. (14)
3. Give an account of any *two* of the three persons who bear the name of Ananias in this book. (10)
4. On two occasions Peter was delivered from prison by an angel. Narrate shortly the circumstances in each case. (12)
5. What was the effect on the Proconsul of Cyprus when Paul and Barnabas preached before him at Paphos? (12)
6. Where was Philippi? How did the magistrates of that colony deal with Paul and Silas when they were charged with "disturbing the city"? (12)
7. What is recorded of Agabus, Demetrius the silversmith, Festus the governor? (12)
8. Explain, in your own words, the following passages in St. Luke's account of the voyage to Italy, and especially the phrases in *italics* :—
 - (a) "And *running under* a certain island, . . . we had much work *to come by* the boat, which being taken up, they used *helps*, undergirding the ship."
 - (b) "They committed themselves to the sea, *loosing withal the rudder-bands*, and hoisting up the mainsail to the wind." (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper A — (Preliminary Grade).

Tuesday, June 22nd, 1909.—Afternoon, 2 to 4.

Work neatly.

Study the following passage before answering Questions 1, 2, and 3.

“ A Chieftain’s daughter seemed the maid
Her satin snood, her silken plaid,
Her golden brooch, such birth betrayed.
And seldom was a snood amid
Such wild luxuriant ringlets hid,
Whose glossy black to shame might bring
The plumage of the raven’s wing ;
And seldom o’er a breast so fair
Mantled a plaid with modest care,
And never brooch the folds combined
Above a heart more good and kind.
Her kindness and her worth to spy,
You need but gaze on Ellen’s eye ;
Not Katrine, in her mirror blue,
Gives back the shaggy banks more true,
Than every free-born glance confessed
The guileless movements of her breast.”

1. Using three columns for your answer, give the cases of these nouns, and the reason why each is in that case:—*maid, plaid* (line 2), *wing, plaid* (line 9), *kindness, banks, movements*. (14)
2. Analyse—
 - (a) “ And seldom was a snood amid
Such wild luxuriant ringlets hid.”
 - (b) “ And never brooch the folds combined
Above a heart more good and kind.”
 - (c) “ Not Katrine, in her mirror blue.
Gives back the shaggy banks more true.” (22)
3. What parts of speech are the following words?—*satin, such* (line 3), *seldom* (line 4), *amid, hid, o’er, so, care, more* (line 11), *worth, but, her, back, every*. (14)
4. Use, in properly constructed sentences:—(a) *till* as a conjunction, (b) *hurry* as noun, (c) *yesterday* as noun, (d) *his* as pronoun, (e) the past participle of *rise*, (f) the possessive singular of *ox*, (g) *lifting* as verbal noun with an objective following. (14)
5. Show that you know in what sense the following grammatical terms are used:—
 - (a) *active*, (b) *transitive*, (c) *finite*—in connexion with verbs.
 - (d) *abstract*, (e) *proper*—in connexion with nouns.
 - (f) *relative*, (g) *reflexive*—in connexion with pronouns. (21)

6. Write out the following passage, spelling fully and properly the words in which some letters are omitted:—

On a c-rta-n shelf in the bookcase, which stands in the room where I am at pres-nt sitting, are collected a number of vol-mes which look somewhat the worse for wear. Those of them which origin-ly pos-es-ed gilding have had it fingered off; each of them has le-ves turned down, and they open of themselves at places wher-in I have been happy, and with whose every word I am famil-r as with the f-rnit-re of the room in which I nightly slumber; each of them has marks rel-v-nt and ir-el-v-nt scrib-led on its marg-ns. Those fav-rite books cannot be called pecul-r glories of literature.

(15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B — (Preliminary Grade).

Thursday, June 24th, 1909.—Afternoon, 2 to 4.40.

Work neatly.

1. Reproduction of Story. (12)
2. Say, in your own words, in what connexion the following passages occur:—
 - (a) "Fellest foe might join the feast."
 - (b) "Our broad nets have swept the mere."
 - (c) "An airy point he won."
 - (d) "Skipping down from the high desk with wonderful agility."
 - (e) "A splendid laugh, a most illustrious laugh."
 - (f) "I wonder you don't go into Parliament." (12)
3. What meaning, in Scott, do the following words have—*fallow, snood, minaret, nice, whinyard, dingle?* and the following in Dickens—*morose, phenomenon, recumbent, negus, ogre, bonneted?* (12)
4. What pleasant surprises did Scrooge spring upon Bob Cratchit at the end of this story? How do these show what lesson Scrooge had learnt? (12)
5. Describe, in your own words, the dream of the Knight of Snowdoun when he was sleeping in the lodge. (12)
6. Write a short Essay, of two or three pages, on *one* of the following subjects:—
 - (a) Earthquakes.
 - (b) My Favourite Book.
 - (c) Why I should like to visit England.
 - (d) Description of a model Schoolboy or Schoolgirl. (40)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B — (Reproduction of Story).

(Preliminary Grade.)

Thursday, June 24th, 1909.—Afternoon, 2 to 2.5.

Study this passage for FIVE minutes. When it has been collected from you, write out as nearly as you can, from memory, what it contained.

Antonio and the other gipsies remained seated by the fire conversing. I listened for a moment to what they said, but I did not perfectly understand it, and what I did understand by no means interested me; the rain still drizzled, but I heeded it not, and was soon asleep. The sun was just appearing as I awoke. I made several efforts before I could rise from the ground; my limbs were quite stiff, and my hair was covered with rime, for the rain had ceased and a rather severe frost set in. I looked around me, but could see neither Antonio nor the gipsies; the animals of the latter had likewise disappeared, so had the horse which I had hitherto ridden; the mule, however, of Antonio still remained fastened to the tree; this latter circumstance quieted some apprehensions which were beginning to arise in my mind. "They are gone on some business of Egypt," I said to myself, "and will return anon." I gathered together the embers of the fire, and, heaping upon them sticks and branches, soon succeeded in calling forth a blaze, beside which I again placed the saucepan, with what remained of the provision of last night. I waited for a considerable time in expectation of the return of my companions, but, as they did not appear, I sat down and breakfasted. Before I had well finished I heard the noise of a horse approaching rapidly, and presently Antonio made his appearance among the trees, with some agitation in his countenance. He sprang from the horse and instantly proceeded to untie the mule.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Preliminary Grade).

Tuesday, June 22nd, 1909.—Morning, 9.15 to 10.45.

Give short, clear answers. Answer in tabular form wherever possible.

Work neatly.

Only six questions should be attempted, in which either No. 7 or No. 8 must be included.

1. Give a brief sketch of the chief events of English history from the death of Alfred to the accession of Ethelred the Unready. (15)
2. What do you know of the extent of Henry II.'s continental possessions? How were they respectively acquired? (20)
3. Give in succession the queens consort of England from 1216 to 1399, assigning them to their respective husbands and noting any historical facts connected with any of them. (15)
4. Name three important battles with the Scotch between 1320 and 1520, giving their respective dates and the results, with notes on any incidents in them. (15)
5. Assign to their respective reigns the following personages, and state briefly in what way they were important or conspicuous:—Earl Godwin, Anselm, Simon de Montfort, the Black Prince, Lambert Simnel, Sir Thomas More, Sir Francis Drake. [Answer *five* only.] (15)
6. What historical events, between B.C. 55 and A.D. 1603, occurred at the following places?—Canterbury, Wantage, Runnymede, Tewkesbury, Fotheringay. (15)
7. How were John Cabot, Sir Humphrey Gilbert, Lord Baltimore, Sir David Kirke respectively connected with the early history of Newfoundland? (20)
8. How was Newfoundland affected by the Treaty of Utrecht? Give the date. (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (Preliminary Grade).

Wednesday, June 23rd, 1909.—Morning, 11.15 to 1.

Work neatly.

Answer FIVE questions only, not more ; QUESTION 1 MUST be one of the five.

[To obtain maximum marks candidates should answer the FIRST THREE questions and any TWO of the LAST FOUR.]

1. Draw *one* only of the following maps :—The Island of Newfoundland, or the West side of Europe (excluding the British Isles), or Australia. Insert and number any *one* line of Latitude and any *one* line of Longitude ; attempt a scale of miles ; insert and name what you consider the most important divisions, towns, and rivers—but not more than 15 names in all. (30)
2. What is a *staple* industry ? What would you call the *staple* industry (or industries) of Newfoundland, and where is it (or they) carried on ? (30)
3. How is it that—
 - (a) London (England) has become so large a town ?
 - (b) Most of the people in Scotland live near the centre ?
 - (c) Newfoundland is a *British* colony ?
 - (d) Time varies in different countries ?(16)
4. Choose any *four* (not more) of the following :—*fjord, tributary, haven, plateau, archipelago, promontory, volcano*. Explain what each you choose is, and illustrate your answer with a drawing, or a sketch map, or a diagram (whichever you like). (12)
5. That the Earth is round may be shown in several ways. Give some of them. (12)
6. What are the capitals of any *four* (not more) of the following countries :—Brazil, U.S.A., Russia, India, China, Japan, Austria, Egypt ? With regard to each of the four countries you choose, say what you consider to be its chief product, and give any reason you know why it should be produced in that particular country. (12)
7. What are, and where exactly are, any *four* (not more) of the following :—Everest, Miquelon, Ladoga, Bothnia, Hatteras, Adriatic, Zambesi, Fundy ? Why is each you choose famous ? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ARITHMETIC (Preliminary Grade).

Wednesday, June 23rd, 1909.—Morning, 9 to 11.

All the working must be shown.

Work neatly.

1. Find the least number that must be added to one million ten thousand and ten for the sum to be exactly divisible by three thousand and seventy-nine. (8)
2. A sum of £210 is to be divided equally among 84 persons. How many dollars will each receive? [1 dollar = 4s. 2d.] (8)
3. (i.) Add together $\frac{1}{8}$, $\frac{5}{9}$, $\frac{3}{16}$, $\frac{11}{48}$;
(ii.) Subtract $2\frac{4}{9}$ from $4\frac{1}{4}$. (9)
4. What is the meaning of 3 and 2 in 537·824? Express each of the following fractions as a decimal:— $\frac{3}{8}$, $\frac{5}{16}$, $\frac{7}{40}$, $\frac{9}{80}$, $\frac{11}{125}$. (12)
5. Simplify— (i.) $(\frac{7}{8} + \frac{13}{15}) - (\frac{3}{4} + \frac{19}{20}) + \frac{11}{12}$;
(ii.) $\frac{8\cdot8 - 7\cdot25}{1\cdot5 - 0\cdot25}$. (12)
6. Find, by Practice or otherwise, the dividend on £1369. 2s. 6d. at 17s. 4d. in the £. (12)
7. How many yards of silk at 1.25 dollars per yard can be bought for 105.5 dollars? (12)
8. Find the Simple Interest on £1820 for 15 months at $2\frac{1}{2}$ per cent. per annum. (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TOTS (to accompany Arithmetic paper). (Preliminary Grade.)

Wednesday, June 23rd, 1909. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated:—

9 7 0 8	5 4 3	9 9 8	6 5 7
6 8 7	7 7	3 9	9 8 0 7
3 4 5	8 0 9 6	7 6 5	8 5 3
7 0 8	5 7	6 0 5 7	7 7
6 9	9 0 9 5	8 8	8 7 6 9
9 8 7 6	7 8 6	6 5 9	5 6
8 0 4	8 0 5	8 9 7 6	8 9 7 5
7 9	5 4	9 9	9

\$ 8 7 6.0 5
5 7.9 8
5 9 6.1 2
5 9.8 5

£	s.	d.
9 8 7 6	19	9 $\frac{3}{4}$
5 8 7	18	8 $\frac{1}{2}$
4 9	12	6 $\frac{1}{4}$
4 5 6	17	7 $\frac{1}{2}$

\$ 8 7 6 5.7 5
5 0 9.1 9
9 8.7 6
9 8 7 6.3 5

£	s.	d.
6 7 8	18	9 $\frac{1}{2}$
9 9	15	7 $\frac{1}{4}$
5	16	8 $\frac{1}{2}$
7 0 8 6	13	3 $\frac{3}{4}$

\$ 3 5 6.6 8
7 0 9.4 5
8 9 6 5.3 5
9 4.6 7

£	s.	d.
7 8 7	16	8 $\frac{1}{4}$
7 6	15	11 $\frac{1}{2}$
8 9 7	18	9 $\frac{3}{4}$
6 0 9	19	7 $\frac{1}{2}$

\$ 7 8.4 5
6 8 9.3 8
9 9.7 7
9 8 7 6.5

£	s.	d.
7 8 0 9	13	9 $\frac{1}{4}$
4 0 7 8	16	11 $\frac{3}{4}$
9 9	12	6 $\frac{1}{2}$
7 6 5	17	8 $\frac{3}{4}$

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ALGEBRA (Preliminary Grade).

Tuesday, June 22nd, 1909. — Morning, 11 to 12.45.

All the working must be shown.

Work neatly.

1. What do you mean by a *factor*, a *product*, a *power*? What are the factors in $5ab^2c^3$. (10)

2. Multiply $a^2 - 5ab - b^2$ by $a^2 + 5ab + b^2$. (10)

3. Divide $x^4 - 3x^3 + x^2 + 2$ by $x^2 - x + 1$. (12)

4. Simplify the expression—

$$\frac{a^2 - 25}{a^2 + 2a} \div \frac{a^2 + 5a}{a^2 - 4}. \quad (12)$$

5. Resolve into factors—

$$(i.) 2x^2 - 5x + 2; \quad (ii.) ac + ad + bc + bd; \quad (iii.) a^2 - 2ab + b^2 - c^2. \quad (15)$$

6. Solve the equations :—

$$(i.) \frac{3}{2}(5x - 7) - \frac{2}{3}(4x - 3) = \frac{1}{6}(27x - 50);$$
$$(ii.) \frac{6x + 1}{4} - \frac{6x - 1}{2} = \frac{1}{6}(10x + 25) - 5. \quad (15)$$

7. There are 1600 books in a library and a certain number are added. The total is then equal to five times the number added. How many were added? (12)

8. Along a certain railway telegraph poles are placed 88 yards apart. If a train is going x miles an hour, how many poles will be passed per minute? (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOMETRY (Preliminary Grade).

Thursday, June 24th, 1909.—Morning, 9 to 11.

The figures must be drawn neatly and accurately. All construction lines must be shown.

Each Candidate may take one paper only, A or B.

Paper A.—Euclid, Book I., Props. 1–26, with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be strictly geometrical.]

- A 1. If the side AB of an isosceles triangle is divided into three equal parts in the points D , E , so that $AD = DE = EB$, and the equal side AC is also similarly divided into three equal parts in the points F , G , prove that $EF = DG$. (10)
- A 2. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, show that the two triangles are congruent.
If two unequal circles with centres O and P intersect in the points A and B , show that the triangles OAP and OBP are congruent. (15)
- A 3. Show how to draw a straight line perpendicular to a given straight line of unlimited length from a given point without it.
Take any angle BAC and give the full construction for bisecting it, and show that the perpendiculars from any point in the bisector on the lines AB and AC are equal. (15)
- A 4. If two straight lines intersect one another, show that the vertically opposite angles are equal.
If the vertically opposite angles are both bisected, show that the bisectors are in the same straight line. (15)
- A 5. Show that the greater side of any triangle has the greater angle opposite to it. (10)
- A 6. If two unequal lines AOB and COD bisect one another in O , prove (i.) that AC equals BD , and (ii.) that AC is greater or less than BC according as the angle AOC is obtuse or acute. (15)
- A 7. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of one greater than the angle contained by the corresponding sides of the other, show that the base of the one which has the greater angle is greater than the base of the other. (10)
- A 8. A quadrilateral has four equal sides. Prove that its diagonals bisect one another at right angles, and that the sum of the diagonals is greater than twice the side and less than four times the side of the quadrilateral. (10)

PRELIMINARY GEOMETRY.

Paper B.—Practical and Theoretical Geometry.

[Any generally recognized symbols and abbreviations may be used. Figures should be drawn accurately. In the Practical Geometry, candidates are not required to prove the validity of the constructions, but all the lines required in the constructions must be clearly shown. Candidates are expected to answer questions in both Parts of the Paper.]

PART I. PRACTICAL GEOMETRY.

- B 1. Draw to scale two triangles CAB and DAB , having the common side equal to 4 centimetres, and the sides AC and AD each 3 centimetres, also having the angles BAC and BAD equal to 90° and 60° respectively.

Measure the difference of the sides BC and BD . (10)

- B 2. Describe a parallelogram $ABCD$, with sides 3 and 4 centimetres, and the angle A 70° . At the end of the diagonal AC draw parallel lines through A and C , making an angle 80° with AC , and complete a second parallelogram by means of lines parallel to AC through B and D . Measure the angles of the second parallelogram, and calculate its area. (15)

- B 3. Construct a quadrilateral $ABCD$ from the following data:— $AB = 6$ centimetres, $BC = 2.5$ centimetres, $CD = 3.5$ centimetres, and the angles ABC , ACD are right angles; and draw a rectangle equal to the quadrilateral, and calculate its area. (15)

- B 4. From a point $2\frac{1}{2}$ inches from the centre of a circle, radius 1 inch, draw two tangents to the circle. [*The full construction must be shown.*] (10)

PART II. THEORETICAL GEOMETRY.

- B 5. If the side AB of an isosceles triangle is divided into three equal parts in the points D , E , so that $AD = DE = EB$, and the equal side AC is also similarly divided into three equal parts in the points F , G , prove that $EF = DG$. (10)

- B 6. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, show that the two triangles are congruent.

If two unequal circles with centres O and P intersect in the points A and B , show that the triangles OAP and OBP are congruent. (15)

- B 7. If two unequal lines AOB and COD bisect one another in O , prove (i.) that AC equals BD , and (ii.) that AC is greater or less than BC according as the angle AOB is obtuse or acute. (15)

- B 8. Prove that parallelograms upon the same base and between the same parallels are equal in area. (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

BOOK-KEEPING (Preliminary Grade).

Friday, June 25th, 1909. — Afternoon, 2 to 4.

Work neatly.

N.B.—Extra marks for neat writing, with legible figures. Dates and Names of Persons to be given as stated. All Cheques to be treated as "Bank" transactions.

DOUBLE ENTRY.

1. Journalize the following Statements and Transactions.
2. Open Accounts in the Ledger for Capital, Profit and Loss, Goods (General), Bank, Petty or Office Cash, Personal Accounts, Balance Sheet.
3. Post the Journal entries into the Ledger.
4. Balance the Accounts, closing them with neat ruling. Ascertain my Net Gain or Loss by means of the Profit and Loss Account. Find my Net Capital from this and the Capital Account. Make out the Balance Sheet, with headings "Liabilities," "Assets," and find again my Net Capital.

If the results agree, what may you infer?

(MARKS.—Journal, 40 ; Posting, 10 ; Balancing Ledger, 40 ; Questions, 10.)

STATEMENTS.

On April 30, 1909, my books showed the following balances:—

Goods (General), valued at	\$ 1828.00
Cash at Bank	2425.00
Cash at Office or Petty Cash	157.50
Debtor :—A. Blake	246.75
Creditor :—F. Gordon	456.25

My Transactions during May, 1909 :—

1909.	
May 1. Sold to S. Smith, Goods	\$ 272.50
" 5. Bought of Grant & Co., Goods	1765.00
" 10. Received from A. Blake, by Cheque, \$200; in Cash	
\$46.75	246.75
" 12. Bought Goods, and paid by Cheque	825.00
" 15. Sold Goods for Cash (Banked) up to this date	975.80
Paid Trade Expenses in Cash up to this date	56.75

PRELIMINARY BOOK-KEEPING.

1909.

May 18.	Bought of F. Gordon, Goods	\$1135.00	
" 20.	Sold to S. Smith, Goods		357.25
" 22.	Paid to Grant & Co., by Cheque	\$ 950.00	
	and was allowed as Discount	50.00—	1000.00
" 25.	Received from S. Smith, by Cheque	\$ 585.00	
	and allowed as Discount	15.00—	600.00
" 26.	Sold to A. Blake, Goods		432.25
" 28.	Paid to F. Gordon, by Cheque	\$ 1235.00	
	Discount allowed	65.00—	1300.00
" 31.	Sold Goods for Cash (Banked) since May 15		1068.50
	Paid Salaries for the month, &c., in Cash		78.50
	Estimated value of Goods in Stock, \$2525.00		

QUESTIONS.

- (a) On Feb. 1, 1909, I accept A. Brown's Draft on me at 3 months for 100 dollars. Write this in proper form. Give my Journal entries. What is meant by *accepting, noting, dishonouring* a Bill?
- (b) On Feb. 15, 1909, C. Dale gives me his Promissory Note at 2 months for 125 dollars. Write this in proper form. When is it due? Give my Journal entries.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Preliminary Grade).

Wednesday, June 23rd, 1909.—Afternoon, 2.30 to 5.

Work neatly.

PART I.—ELEMENTARY ACCIDENCE.

1. Translate (a) into English :—*Béniſsons le Seigneur. Il faut qu'il le prenne. Ne laissez pas la porte ouverte. J'y verrai assez. Que pourrions nous y faire!*
(b) into French :—*Let us drink that milk. We must go. Say it to him, but do not do it. What do you know? Be so kind as to hold my stick.* (18)
2. Write (a) in the masculine :—*C'est la gentille demoiselle et sa vieille institutrice. Jeanne, Madame vous demande. "Maman, voilà la jeune fille," dit-elle.*
(b) in the singular :—*Passez-nous les journaux. Ce sont des livres nouveaux. Voici de beaux arbres. Prenez ceux qui sont sur la table.* (19)
3. Write out the following sentences, supplying the appropriate translation for the words in brackets :—
(a) *Nous devons à Dieu la lumière (which) nous éclaire, l'air (which) nous respirons.*
(b) *S'il n'a pas fait (his) devoir, nous, du moins, faisons (ours).*
(c) *Je préfère (this one) à (that one).*
(d) *Le jour vaut (twenty-four) heures, l'heure vaut (sixty) minutes. L'heure est donc la (twenty-fourth) partie du jour, et la minute la (sixtieth) partie de l'heure.* (12)
4. Translate into French :—*It is the most useful of my books. His brother is more intelligent, but not so assiduous (travailleur). How old is he?—He is less than sixteen and more than fifteen.* (14)
5. Translate into French :—*How much do three times three make? I will be there in a week or a fortnight. The first of August. Which is the better of the two?* (14)

PART II.—TRANSLATION INTO ENGLISH.

- (a) *Je me vois encore toute petite fille, levant la tête devant un grand tournesol, et me disant que je serais bien fière et bien heureuse lorsque ma main pourrait atteindre une de ces belles fleurs jaunes. Le jardin où fleurissait cette plante magnifique était celui de la petite maison que j'habitais avec ma mère et l'oncle et la tante Rebel, deux bons vieux à qui elle appartenait. Cette maison avait un*

nom charmant : on l'appelait le Pré-aux-Saules. Située entre la route d'un côté, et de l'autre le jardinet avec ses carrés de légumes, cette habitation ne devait être ni bien belle ni bien vaste, mais, si j'en crois mes souvenirs, elle valait tous les châteaux du monde.

- (b) Je lui parlai de mon chat, mais ce sujet ne lui plaisait guère. Elle regardait son cher oiseau comme si le nom seul de l'ennemi pouvait être pour lui une menace. Les tourterelles, les poules surtout la ravirent; elle souriait en écoutant le récit de mes recherches de ces œufs qu'elles cachaient dans tous les coins imaginables. Je lui parlai aussi des nids dans les arbres, de celui qu'une hirondelle avait fait sous le toit, juste au-dessus de ma fenêtre, de beaucoup d'autres choses qui hantaient sans cesse ma mémoire. Comme je venais de lui décrire les arbres couverts de fleurs au printemps, et l'herbe verte semée de pâquerettes et de boutons d'or, elle se mit à dire avec un soupir : " Mais c'est beau comme au paradis ! " (70)

PART III.—TRANSLATION INTO FRENCH.

- (a) The good old peasants had not any children.
 (b) I asked why he never came to see us.
 (c) She will be better when the summer has come.
 (d) Have you been ill a long time ?
 (e) I am not hungry yet.
 (f) The little one stretched out her hand.
 (g) His mother asked her if she would not like to live long. (60)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Preliminary Grade).

Monday, June 28th, 1909.—Morning, 9 to 11.

Work neatly.

PART I.—ACCIDENCE.

1. Give the ablative singular of *adventus*, *quies*, *sanguis* ;
the genitive singular of *salus*, *hortus*, *cursus* ;
the genitive plural of *pars*, *mensis*, *portus* ;
the accusative plural of *animal*, *imago*, *senex* ;
the nominative singular of *proris*, *aestate*, *equitum*. (15)
2. Give the ablative singular of *omnis*, *altior*, *se* ;
the genitive singular of *idem*, *alter*, *pedester* ;
the superlative of *utilis*, *creber*, *parvus* ;
the Latin for 13, 600, 12th ;
the English of *quot*, *quando*, *uter*. (15)
3. Give the third person plural of
the future simple indicative active of *terreo*, *iacio*, *exspecto*, *sum* ;
the pluperfect indicative active of *vinco*, *debeo*, *nescio* ;
the perfect indicative passive of *punio*, *habeo*, *nuntio*. (10)
4. Translate and name the tense, mood, and voice of each of the following words :—*videntur*, *dabo*, *pugnate*, *regnare*, *mittentur*, *laudari*, *iusserat*, *aderam*, *ornaris*, *superaveris*. (30)

PART II.—TRANSLATION INTO LATIN.

1. He will answer. You had feared. Thou art blamed. Thou wilt be led. They will have been frightened. We were being punished.
2. Did you not hear him? What did you say? She came herself. She blamed herself. He gives us money. Some he loves, others he fears. No one informed me.
3. Their messengers had been led to the king by the soldiers.
4. The enemies' leader was surrounding our camp with a very high mound.
5. Where is that house which your father is building in this city?
6. Julia is considered by us the most beautiful of these sisters.
7. I have two brothers: one is older, the other younger than I. (60)

PART III.—TRANSLATION INTO ENGLISH.

1. Media aestate pulchri sunt in hortis regiis florum colores.
2. Nautae nostri magnam navium longarum multitudinem in litore vident.
3. Sapientes clamoribus istorum hominum non territi erunt.
4. Non eum laudo cui maximae divitiae sunt, sed qui sapientissimus est.
5. Voxne reginae ab omnibus civibus audiri potest?
6. Verba magistri animos puerorum ad maiorem diligentiam incitant.
7. Num tu laudabis hominem, cuius pessimi mores omnibus noti sunt?
8. Fluctus, quos hae puellae timuerant, illos pueros delectabant.
9. Tum summa celeritate domum redeunt, et a civibus magna laude excipiuntur.
10. Non notae sunt Britannis segetes, sed lacte et carne vivunt, pelli-
busque vestiuntur.
11. Nostris conturbatis, subito calones servique equitum in summo colle
apparent.
12. Postero die more suo Cyclops saxum, quod ianuam claudebat, amovet,
et oves emittit.
13. At ego, ut ais, imberbis, dum oves patris pasco, ipse manu et leonem
et ursum interfeci. (70)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GENERAL ELEMENTARY SCIENCE

(Preliminary Grade).

Friday, June 25th, 1909.—Afternoon, 4.15 to 6.15.

Work neatly.

1. How would you show that a so-called "empty" flask—that is, an open flask exposed to the atmosphere—is not really empty? (16)
2. Explain how to use a pipette such as would allow you to measure out exactly 25 c.c. of water. (16)
3. How would you determine exactly (i.) the density of a small metal button, and (ii.) the volume of a steel knitting needle? (17)
4. Make a sketch of a thermometer, and explain the use of the instrument. What are the "fixed points" on a thermometer, and how would you test an instrument so as to find out if the fixed points were accurately marked? (17)
5. Describe experiments which conclusively show that alum is soluble in water, and that silver is insoluble in water. (17)
6. How would you make an experiment to show that the mass of the white salt produced when zinc is dissolved in dilute sulphuric acid weighs more than the zinc from which it is produced? (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCHOOL MANAGEMENT (Preliminary Grade).

Friday, June 25th, 1909.—Afternoon, 4.15 to 6.15.

Work neatly.

1. Give a brief sketch of a Lesson on “carrying” to a class of children of under seven years of age, who can add in a single column, but have never had occasion to “carry” from one column to another. The Lesson is to occupy about 20 minutes. (16)
2. Show how you would teach children to hold their pens properly when they are beginning to learn to write. (15)
3. What difficulty would you expect your young pupils to find in distinguishing between nouns and pronouns as they occur in a Reading Lesson? How would you try to overcome this difficulty? (16)
4. If no other means of ventilation are available in a schoolroom but the doors and windows, what dangers would you have to provide against, and how would you provide against them? (16)
5. When the teacher is occupied at the blackboard, the class sometimes gets a little out of order. What precautions would you take to prevent this? (16)
6. From what you have learnt about Time-tables, answer the *three* following questions :—
 - (a) Of the two subjects, Arithmetic and Geography, which should be taken earlier in the school day?
 - (b) Why is it that, in making time-tables, Singing is often a very troublesome subject?
 - (c) Why are the two School meetings usually of different length? Which should be the longer, and why? (21)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Preliminary Grade).

Wednesday, June 23rd, 1909.—Afternoon, 5.15 to 6.

Candidates must not use india-rubber or make any erasures.

Work neatly.

I.

Twenty minutes allowed.

Candidates are entitled to five minutes extra before beginning to write, for the purpose of studying the passage for transcription.

Transcribe into Shorthand:—

Then the Argonauts sailed onward, and met with many other marvellous incidents, any one of which would make a story by itself. At one time they landed on an island, and were reposing on the grass, when they suddenly found themselves assailed by what seemed a shower of steel-headed arrows. Some of them stuck in the ground, while others hit against their shields, and several penetrated their flesh. The fifty heroes started up, and looked about them for the hidden enemy, but could find none, or see any spot, on the whole island, where even a single archer could lie concealed. Still, however, the steel-headed arrows came whizzing among them; and at last, happening to look upward, they beheld a large flock of birds, hovering and wheeling aloft, and shooting their feathers down upon the Argonauts. These feathers were the steel-headed arrows that had so tormented them. There was no possibility of making any resistance; and the fifty heroic Argonauts might all have been killed or wounded by a flock of troublesome birds, without ever setting eyes on the Golden Fleece, if Jason had not thought of asking the advice of the oaken image.

“Make a clatter on your shields,” said the image.

Forthwith the fifty heroes set heartily to work, banging with might and main, and raised such a terrible clatter that the birds made what haste they could to get away; and though they had shot half the feathers out of their wings, they were soon seen skimming among the clouds, a long distance off, and looking like a flock of wild geese. Orpheus celebrated the victory by playing an anthem on his harp, but Jason begged him to desist lest the birds, driven away by ugly sounds, might be enticed back by sweet ones. (50)

II.

Take down in shorthand the passage that will be read by the Presiding Examiner, and transcribe the same into longhand. (50)

Four minutes for dictation. Sixteen minutes for transcription.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Preliminary Grade).

Wednesday, June 23rd, 1909.—Afternoon, 5.15 to 6.

PASSAGE FOR DICTATION.

Four minutes for dictation. Sixteen minutes for transcription. The following passage will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each half-minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

The passage will be dictated at 20 words per minute. Candidates will take down the passage and transcribe it into longhand. Both the shorthand notes and the longhand transcript will be submitted to the Examiner. Accuracy is the matter of most importance. Candidates must not use india-rubber or make any erasures.

(20 words per minute.)

Minutes.

$\frac{1}{2}$ The snow had continued falling ever since she had noted / those
1 few first flakes; and now it lay in one / wide sheet of white,
 $\frac{1}{2}$ bespreading castle, hill, and valley. The / glare of its surface
2 distinctly indicated the objects it shrouded, / displaying and tracing
 $\frac{1}{2}$ that which it covered. The ridges and / ledges of the castle walls
3 were clearly defined, around and / beneath, on all sides within view
 $\frac{1}{2}$ of the window; and / from the foot of the building stretched away
4 the valley. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TYPEWRITING AND OFFICE ROUTINE

(Preliminary Grade).

Monday, June 28th, 1909.—Morning, 9 to 11.

The Theory Paper and the Time Test must each be commenced on a fresh sheet, on which must be typed at the head the candidate's examination number.

If the candidate loses time through a defective machine, or finishes the whole of the work before the expiration of the time allowed, the fact must be notified on the candidate's worked papers, and will be taken into account by the Examiner.

1. Typewriting Time Test. (30)

2. How might the following characters be typed if not provided for on the keyboard?—*asterisk, division, exclamation, semicolon, equation, caret.* (7)

3. Type the following:—

$$\frac{37}{073} \times \frac{.04}{7.4} \times \frac{.365}{.8};$$



4. Need *every* character struck in error be erased? If replying negatively, give examples. (7)

5. Are any advantages derived from a light touch? If so, enumerate them. (7)

6. Describe briefly the treatment necessary to keep a typewriter in good working condition. (8)

7. Working with a scale writing seventy characters to the line, at what degree would you commence if centring the following?—

Council of Higher Education (*typed in single-spaced capitals*).

Form of Application for Debentures.

Prospectus (*typed in double-spaced capitals*).

Issue of £30,000 Four per cent. First Mortgage Debentures. (7)

8. Indicate the best line-end division of the given words, thus: *volun*—

volunteers,	superintendent,	proclamation,
universities,	substitution,	provincial,
trespassing,	squadron,	permissible,
territory,	strengthened,	notoriety,
supplication,	questionable,	observance.

 (5)

9. What size of paper and width of left margin should ordinarily be used in typing "commercial" and "official" letters? (7)
10. Type this letter in businesslike style:—

18th March, 1909. To Messrs. Hammond Frith & Co., Dorking, Eng. Dear Sirs,—According to your instructions of the 21st Sept., 1908, I have carefully examined and valued the stock-in-trade, trade-fixtures, &c., of Messrs. Jackson & Watson, and beg to report that, taken upon the basis of a "going concern"—without adding goodwill—the value thereof on the 29th Sept., 1908, was £10,000, made up as follows:—Stock-in-hand, £6,000; stationery, stores, and contents of office, £160. 5s.; horses, conveyances, harness, and contents of stables, £507. 10s. 6d.; plans, tools, and fixtures, £2,043. 0s. 8d.; works in progress, £1,289. 3s. 10d. Total £10,000. Trusting this will meet with your approval, I am, dear Sirs, yours truly.

(18)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TIME TEST

(to accompany **Typewriting and Office Routine Paper**).

(**Preliminary Grade.**)

Monday, June 28th, 1909. — Morning, 9 to 9.10.

No candidate may have possession of this Paper for more than TEN minutes.

Full marks can be obtained by accurately copying 300 words at THIRTY words a minute. Greater speed secures extra marks. A minimum of FIFTEEN words a minute is required.

The quality of the touch and the correct division of words into syllables at the line-ends will influence the awarding of marks.

Use double line-spacing and a left margin of five degrees.

The cedar-wood used in the manufacture of pencils comes from Florida, where there are extensive plantations of cedar, not comparable in form and growth with the glorious natural giants of Lebanon, but cedars reared specially for commercial purposes—as hardy, though, and as odorous and full of quality as their Syrian prototypes. The Florida cedar-wood is imported in immense quantities, some unhewn, others cut into slats. It is stocked for five or six years before using; it improves with keeping. Even then it is further seasoned by being laid on shelves in cupboards heated with hot air at a temperature ranging from 90 to 120 degrees.

Each slat, as long as a pencil and broad enough to make from four to five side by side, is grooved for the lead. The leads are put into the grooves by hand, the girls employed in this process showing the most extraordinary dexterity. Another slat is then glued on to the top of the slat that holds the leads, the two together being put into a vice and hydraulically squeezed until the glued joint is practically invisible. The slats are afterwards put through a machine, which rounds first one side and then the other, which results in as many pencils being made as there are leads. The only thing remaining to be done to complete each pencil is to shave its ends, sand-paper, stain, and polish it. In the case of pencils of the best quality the polishing is done by hand, as much care being bestowed upon the surface as if they were precious metal.

This, however, is but half the art of making a pencil. What requires as much, if not greater, care is the preparation of the lead, for it is the lead that determines the quality and prolongs the life of a pencil. The word “lead,” as applied to this part of a pencil, is a misnomer. The substance used is plumbago, also known as graphite, a carbonaceous mineral of black colour and metallic lustre. According to the class or

PRELIMINARY TYPEWRITING TIME TEST.

brand of pencil required, so the graphite is prepared by the admixture of certain things which give the "lead," when completed, its distinctive character. The mixture is put into a mill and ground for from three to twelve days, according to the quality required. When the grinding is completed the mixture is pressed by hydraulic machinery, so that every particle of moisture is extracted from it. It is then of such a texture that it can just be indented by the finger nail. Another machine attenuates it into long threads, round or square, the exact thickness of the "lead" required. In this condition the leads are left for thirty days to harden. They are then brittle, and if made into pencils at this stage would break every time the pencil was sharpened. To avoid this, they are heated in kilns, a process known as "firing," and afterwards "prepared" in a hot chemical solution, which is absorbed into the lead and gives it that peculiar property enabling it to make an even and clear mark upon paper. The leads are then ready to be placed in the grooved slat in the way already described.

At every stage of the manufacture the greatest care is taken to ensure that no pencil contains any blemish or flaw. The slats of cedar are examined so that only those with a straight grain are used. In the preparation of the leads each one is examined separately by eye and finger, the operatives displaying the keenest sense of touch and sight in discovering a warp, a pin-prick, or an uneven surface. Even after the pencils are completed a number of them are for some reason or another "thrown out," because containing, to the casual observer, an inappreciable defect. It takes four months to make a pencil of the first grade.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ART SUBJECTS—PENMANSHIP.

(Preliminary Grade.)

Thursday, June 24th, 1909.—Morning, 11.15 to 11.45.

30 minutes allowed.

Work neatly.

Specially ruled paper is provided.

Write the words in italics in a larger hand than the rest.

Port Royal.

There were *English* soldiers and sailors and English people. The English *language* was spoken there by blacks as well as by whites. The *religion* was English. Our country went for something, and there would be some persons, at least, to whom the old land was more than a step-mother, and who were not sighing in their hearts for annexation to the *American Union*. The governor, *Sir Henry Norman*, of *Indian* fame, I was sorry to learn, was still absent; he had gone home on business. Sir Henry had an Imperial reputation. He had been spoken of to me in *Barbadoes* as able, if he were allowed a chance, to act as Viceroy of all the islands and to set them on their feet again.

		1905.		1906.
Hides	..... cwt.	1,221,037	.....	1,409,234
Wool	..... „	5,380,009	.....	4,731,129
Bristles	..... „	8,232	.....	9,512
Rabbits	..... „	9,304	.....	11,216
Eggs	.....	£706,665	.....	1,005,463
Poultry	.....	92,882	... ..	108,546

(50)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Preliminary Grade).

Thursday, June 24th, 1909.—Afternoon, 4.45 to 6.

Work neatly.

1. Why is fresh air so necessary for health? How would you get a good supply of air through a room and yet avoid a draught? (20)
2. How would you prevent a case of *ringworm* of the scalp from spreading? (10)
3. Explain the following terms :—*circulation of the blood, abdomen, artery, lungs.* (20)
4. Why should the bowels have regular daily attention? What type of food is useful in assisting the action of the bowels? (20)
5. What steps would you take with a consumptive patient living with you (*a*) to help to cure him, (*b*) to safeguard yourself? (20)
6. What is the difference between *roasting* and *boiling* mutton? Which method of cooking gives the most nutritive result? (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

AGRICULTURE (Preliminary Grade).

Friday, June 25th, 1909. — Morning, 9 to 11.

Work neatly.

1. A farmer wishes the seeds which he sows to grow evenly. What points must he pay attention to in order that seeds may germinate evenly? Give some of the causes that make seeds grow irregularly. (16)
2. The roots of a plant can only take in food-materials in solution. If bone-meal or basic slag is put into water, neither melts; but plants are found to feed on these manures. Can you explain how?
Bone-meal is an insoluble manure containing nitrogen and phosphates; name common soluble manures containing one or other of these. (16)
3. What is meant by the term *subsoil*? What kind of subsoil would you consider best for peaty, sandy, and clay soils respectively? (16)
4. How should farm-yard manure be treated during its accumulation so as to prevent losses? How much farm-yard manure per acre is it usual to give to potatoes and to hay? (16)
5. What is *humus*? Why should the addition of humus to sandy soils be so useful? (14)
6. Why does cultivated land need more manure than grass land? Give a list of four crops that require much manure and of four crops that require little manure, and prescribe a suitable mixture of artificial manures for one crop in each group. (22)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HORTICULTURE (Preliminary Grade).

Friday, June 25th, 1909.—Morning, 9 to 11.

Work neatly.

1. What is the difference between *digging* and *trenching*? How would you decide as to whether it was better to dig or to trench your garden? (16)
2. If the soil of your garden consisted of one foot of good loam overlying yellow clay, and you desired to deepen the surface soil, how would you proceed? (12)
3. What are *cuttings*, *layers*, and *sets*? Give examples. Describe the method of taking and inserting cuttings in the case of any common plant. (18)
4. How should apple trees be planted? What would happen (*a*) if the roots of an apple tree were deeply planted in a rich moist soil, (*b*) if the roots were spread out close to the surface? (16)
5. If a garden plot, 15 yards by 10 yards, were offered to you on condition that you would grow in it three kinds of fruit and six kinds of vegetables, and you accepted the offer, say what kinds of produce you would grow. In the case of one kind of fruit and two kinds of vegetables, say how you would prepare the land and put in the crops. (20)
6. Give some of the benefits to be derived from *spraying* fruit trees. Name any spray used for the purpose, and say of what it is made. (18)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

PLAIN NEEDLEWORK (Preliminary Grade).

Friday, June 25th, 1909 — Morning, 9 to 12.

1. From the lined paper supplied, cut out a pair of child's drawers (half size) and tack one leg. (40)
2. From the calico supplied, make up a closed wristband (full size) and feather-stitch the top of the band. (40)
3. On the flannel supplied, work a patch three inches square. (20)

INTERMEDIATE.

[For Candidates prepared on the AUTHORIZED Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Intermediate Grade).

The Hexateuch.

Tuesday, June 22nd, 1909.—Afternoon, 4.15 to 5.45.

Work neatly.

1. State shortly, but clearly, what the temptation was to which Eve and Adam yielded, and what motive led to the crime of Cain. (12)
2. Describe the circumstances to which the following passages refer :—
 - (a) "Blessed be Abram of the most high God, possessor of heaven and earth; and blessed be the most high God, which hath delivered thine enemies into thy hand."
 - (b) "That be far from thee, to do after this manner, to slay the righteous with the wicked; and that the righteous should be as the wicked, that be far from thee: shall not the Judge of all the earth do right?"
 - (c) "What aileth thee, Hagar? fear not; for God hath heard the voice of the lad where he is." (20)
3. How is the character of Joseph shown (a) in what is recorded of his boyhood, (b) in his conduct to his father? (14)
4. Point out how much the Israelites owed to Moses as their teacher and their leader. (14)
5. What were the ordinances of the Law in regard to the Sabbath, the Feast of Tabernacles, the Cities of Refuge? (14)
6. (a) Write out shortly the history of Balaam. (14)
OR
(b) Give a brief account of the following persons and places :—Bethel, Rachel, Heshbon, Rahab, Gibeon. (14)
7. Describe the final attack made by Joshua upon Ai. Why did the first attack fail? (12)

[For Candidates prepared on the DOUAY Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Intermediate Grade).

The Hexateuch.

Tuesday, June 22nd, 1909.—Afternoon, 4.15 to 5.45.

Work neatly.

1. State shortly, but clearly, what the temptation was to which Eve and Adam yielded, and what motive led to the crime of Cain. (12)
 2. Describe the circumstances to which the following passages refer :—
 - (a) "Blessed be Abram by the most high God, who created heaven and earth. And blessed be the most high God, by whose protection the enemies are in thy hands."
 - (b) "Far be it from thee to do this thing, and to slay the just with the wicked, and for the just to be in like case as the wicked, this is not becoming thee; thou, who judgest all the earth, wilt not make this judgment."
 - (c) "What art thou doing, Agar? fear not: for God hath heard the voice of the boy, from the place wherein he is." (20)
 3. How is the character of Joseph shown (a) in what is recorded of his boyhood, (b) in his conduct to his father? (14)
 4. Point out how much the Israelites owed to Moses as their teacher and their leader. (14)
 5. What were the ordinances of the Law in regard to the Sabbath, the Feast of Tabernacles, the Cities of Refuge? (14)
 6. (a) Write out shortly the history of Balaam. (14)
- OR
- (b) Give some account of the following persons and places :—Bethel, Rachel, Hesebon, Rahab, Gabaon. (14)
 7. Describe the first attack made by Josue upon Hai. Why did the first attack fail? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH.—Paper A—(Intermediate Grade).

Tuesday, June 22nd, 1909.—Afternoon, 2 to 4.

Work neatly.

1. Write, in two columns, the words imperfectly printed below :—

The captain acted the part of a father to his s-l-rs; he expressed great s-mp-thy for any of them when ill, and never s-f-red any v-l-nt-ry work to go unrewarded. He even extended his h-m-n-ty, if I may so call it, to animals, and even his cats and k-t-ns had large shares in his a-f-ctions—an instance of which we saw this evening, when a cat was found s-f-cated under a f-ther-bed in the cabin. I will not end-v-r to describe his l-m-nt-tions with more d-t-l than barely by saying they were gr-vous, and seemed to have some m-xt-re of a b-rb-r-s howl in them. (20)

2. Express in simple prose the *first eight lines* of the following passage :—

“Beside *yon* straggling fence *that* skirts the way,
With blossomed furze unprofitably gay,
There, in his noisy mansion, *skilled* to rule,
The village master taught his little school.
A man severe he was, and stern to view,
I knew him well, and every truant knew;
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he;
Full well the busy whisper circling *round*,
Conveyed the dismal tidings when he frowned;
Yet he was kind, or, if severe in *aught*,
The love he bore to learning was in fault;
The village all declared how much he knew.” (10)

3. In what ways are the comparative and superlative of adjectives formed? Illustrate the rules by comparing *gay*, *noisy*, *little*, *severe*, and *thin*. (10)
4. Parse briefly the words printed in *italics* in Question 2. (15)

INTERMEDIATE ENGLISH.—PAPER A.

5. Quote, from Question 2, (*a*) an object omitted, (*b*) a transposed adjective, (*c*) a transposed object, (*d*) an adjectival clause with the relative omitted, (*e*) two strong verbs, (*f*) a pluperfect tense. (15)
6. Find, in Question 2, (*a*) a *substantival*, (*b*) an *adjectival*, and (*c*) an *adverbial* clause. Write only the verb of each clause, and the word with which each clause is connected. (15)
7. Correct the errors in the following sentences, and state your reason for each correction :—
- (*a*) He advised the government to do what they have done three years ago.
 - (*b*) These conflicting rumours may, or have been treated as untrustworthy.
 - (*c*) It is said that when the celebrated linguist died he spoke fifty languages. (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B—(Intermediate Grade).

Thursday, June 24th, 1909.—Afternoon, 2 to 4.30.

Work neatly.

1. Describe briefly, and with appropriate quotations, the character of the Italians and the Dutch as drawn by Goldsmith. (14)
2. Narrate, in your own words, the trial scene in "The Merchant of Venice," and the last interview of Macbeth with the witches. (14)
3. Explain briefly the italicized words in the following passages, and give the context of each :—
 - (a) "Can *storied urn* or *animated bust*
Back to its *mansion* call the fleeting breath?"
 - (b) "The loud laugh that spoke the *vacant* mind."
 - (c) "Here may be seen, in bloodless *pomp* arrayed,
The *pasteboard triumph* and the *cavalcade*."
 - (d) "Where the *bleak* Swiss their *stormy mansion* tread,
And force a *churlish soil* for scanty bread." (16)
4. Give the meanings of the words *in italics* :—
 - (a) "Far from the *madding* crowd's ignoble strife."
 - (b) "The *curfew* tolls the *knell* of parting day."
 - (c) "Hence ostentation here, with *tawdry* art,
Pants for the vulgar praise which fools *impart*."
 - (d) "One only master grasps the whole *domain*,
And *half a tillage stints* thy smiling plain." (12)
5. State what you know of the following persons :—
 - (a) "Luke's iron crown, and Damiens' bed of steel."
 - (b) "Some mute inglorious Milton here may rest."
 - (c) Caius.
 - (d) Flavius. (14)
6. Write an Essay, of not more than 300 words, on *one* of the following subjects :—
 - (a) Birds of Prey.
 - (b) The use of Dogs in the service of Man.
 - (c) A Popular Indoor Game.
 - (d) Necessity is the Mother of Invention.
 - (e) Reading as a Recreation. (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Intermediate Grade).

Tuesday, June 22nd, 1909.—Morning, 9.15 to 10.45.

*Answer SIX questions only. The questions are of equal value.
All candidates must attempt either Question 8A or Question 8B, but not both.*

Work neatly.

1. State what you know about the first settlements of the British in America in the reign of James I. Also explain how and when we obtained possession of Australia, Gibraltar, and Ceylon.
2. Describe some of the principal Acts and proceedings of the Long Parliament during the reign of Charles I. and the Commonwealth.
3. State when, between whom, and with what results the following military events respectively took place:—Naseby, Dunbar, Londonderry, Blenheim, Plassey, Bunker's Hill.
4. Give full particulars of the Insurrections of (a) the Duke of Monmouth, (b) the Young Pretender.
5. Describe some of the chief advantages obtained by (a) the Bill of Rights, (b) the Reform Act of 1832, (c) the Elementary Education Act of 1870.
6. Give a brief general account of (a) the Peninsular War with Napoleon, (b) the Indian Mutiny.
7. Enumerate *six* Prime Ministers during the reign of Queen Victoria, and mention *one* important political event connected with each.
8. *Either* (a) Outline the history of Newfoundland up to 1792 and show by what difficulties and discouragements its settlement and progress were delayed.
OR (b) Trace the history of the French in Newfoundland, and state how the Colony was affected by the Treaties of Utrecht, Paris, and Versailles respectively.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (Intermediate Grade).

Wednesday, June 23rd, 1909.—Morning, 11.15 to 1.

Work neatly.

Only two questions may be attempted in each Section of the Paper.

SECTION A.

1. Explain, with diagrams, examples, and any details or explanations you think fit, *five* of the following terms:—*oasis, glacier, fen, equinoctial point, tundra, delta, trade-wind.*
2. Give the situation and limits or boundaries of *five* of the following, with the chief town of each:—Algeria, German East Africa, Venezuela, Persia, Siam, Servia, Belgium, Chili.
3. Describe the mountain system of Asia (excluding India), and give the names and directions of the chief rivers flowing from each range, with the seas into which they flow. Instead of a description, an Outline Map may be drawn and filled in, if so desired.
4. State the advantages of position of *five* of the following towns, their exact positions, and anything you know important about them:—Vienna, Algiers, Canton, Lisbon, Quito, Sydney, Buenos Aires, Mexico City. (40)

SECTION B.

5. Draw an Outline Map of Canada and insert, with names, the following:—the Rocky Mountains, the Fraser River, Lake Winnipeg, the St. Lawrence with the great lakes drained by it, Toronto, Montreal, Vancouver City, the Kicking Horse Pass, Port Arthur.
6. Describe the climate of India. Which parts are covered with woods, and which are desert? Give the chief productions. Give, in order, the names of the chief rivers, stating where they rise.
7. Draw an Outline Map of Australia, inserting the boundaries of the different States of the Confederation. Describe the climate and chief vegetable productions of any *one* State.
8. Give the names and boundaries of the British possessions in Africa, South of the Zambezi; *or*, show the same on a Map. Describe the climate and vegetable productions of any *one* of them. (30)

SECTION C.

9. Point out how the climates of Newfoundland and Northern France differ so essentially, though these countries are in the same latitude. Explain the reasons of this. Show how this difference of climate causes the vegetable productions and the occupations of the people in the two to be of such diverse character.
10. Show, by *three* examples, each in a different country, how the existence of a coal-bed influences the manufactures and population of a district. Give the chief manufactures of each district.
11. Explain, with reference to the North Atlantic and the Mediterranean, the great advantages of sea over land in conveying produce from one country to another. If you were going from St. John's in Newfoundland to Constantinople, by what lines of steamers would you travel, and at what places on the way would you be likely to land?
12. Where, in Great Britain, do we find the following produced in largest quantity, and why are these districts so suitable for their production: — *wheat, linen, boots and shoes, cotton goods, woollen goods, glass* ? Where do we find *granite* and *tin* ? (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ARITHMETIC (Intermediate Grade).

Wednesday, June 23rd, 1909. — Morning, 9 to 11.

Work neatly.

1. Reduce to pounds 3 tons 15 cwt. 1 qr. 17 lb. (7)
2. If chocolate costs 1 dollar per lb., find the corresponding price for a kilogram in francs and centimes. *Answer to the nearest centime.*
[1 kilogram = 2·2 lb.; £1 = 25 fr. 20 c. = 4·86 dollars.] (10)
3. Find the Simple Interest on 1920 dollars for 2 years 7 months at $4\frac{3}{4}$ per cent. (10)
4. A motor-car is timed by a stop-watch to take $26\frac{4}{5}$ seconds between two posts 340 yards apart. Find its speed in miles per hour *to the nearest mile*. An error of one-fifth of a second may have been made, both in starting and in stopping the watch. Show that this would not affect your answer. (12)
5. A vessel carries 5580 tons of a certain kind of cargo; 217 tons of it are injured by salt water and sell for only $\frac{2}{3}$ of what they would have fetched if unspoilt. What fraction of the value of the cargo is thus lost? Express it as (i.) a vulgar fraction, (ii.) a decimal fraction, (iii.) a percentage. (14)
6. A cubic foot of granite weighs 168 lb. A rectangular pillar of granite, 6 ft. 7 in. high and with breadth equal to its thickness, weighs 1535 lb. Find its breadth, to the nearest eighth of an inch. (16)
7. A man has 300 shares in a company that pays 5 per cent. He sells the shares for \$95·20 per share and reinvests all the money in another company which pays $3\frac{1}{2}$ per cent. and the market price of whose shares is \$83·30. The shares in both cases are \$100 shares and brokerage is included in the price here quoted. Find the change in his income. (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TOTS (to accompany Arithmetic paper).

(Intermediate Grade.)

Wednesday, June 23rd, 1909. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated:—

2 3 1 5 7	\$	4 1 7.2 4
4 8 2 9		5 3 4 2.1 6
5 0 7 1 4		8 9 0.3 0
9 2 3		1 5 6 5.2 5
8 0 5 8		7 8 4.7 2
1 3 6 4 2 7		3 8.0 6
4 2 1 5		7.4 4
9 8 2 4 7		8 2 1 5.6 3
5 8 9		2 9 4.7 6
1 6 4 2		8 8.9 2

	£	s.	d.
5 9 0 4	1 3	17	2
2 3 1 7 6	6 5	4	8 $\frac{1}{2}$
4 9 3	3 1 5	7	2
1 1 5 2 4 7	8 4 2	19	11 $\frac{1}{4}$
7 2 4 2	1 2	13	6
8 0 5 7	2 1 4 6	4	5
4 3 2 1 5	7 2 9	13	11 $\frac{1}{2}$
7 4	2 3	8	4
1 3 2 9 6	7 0 5	17	5 $\frac{3}{4}$
5 4 8	8	13	7

Add these across, placing the totals in the spaces indicated:—

TOTALS.

$$1512 + 294 + 706 + 2513 + 48 + 3129 + 708 + 1813 = \dots$$

$$29.6 + 7.42 + 18.03 + 51.4 + 3.013 + 82.4 + 5.96 + 171.2 = \dots$$

$$3\frac{1}{2} + 14\frac{3}{4} + 17 + 18\frac{1}{4} + 29\frac{1}{2} + 47 + 8\frac{3}{4} + 11\frac{1}{2} = \dots$$

$$\text{\$ } 169.2 + 17.05 + 8.84 + 230.5 + 11.42 + 9.07 + 18.13 + 2.46 = \dots$$

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ALGEBRA (Intermediate Grade).

Tuesday, June 22nd, 1909. — Morning, 11 to 1.

Care should be taken to write out the work neatly and to omit no steps of the proofs.

Squared paper may be obtained from the presiding examiner.

1. Simplify—

$$\begin{aligned} \text{(i.) } & 3(a-b)^2 - \{2(a-2b)^2 - (2a-b)(a+3b)\}; \\ \text{(ii.) } & \frac{\{a-(b-c)\}\{b-(c-a)\}\{c-(a-b)\}}{\{a-(b+c)\}\{b-(c+a)\}\{c-(a+b)\}}. \end{aligned} \quad (6)$$

2. Find the quotient and remainder when $8x^5 + 2x^2y^3 + y^5$ is divided by $2x^2 - 2xy + y^2$. (6)

3. Resolve into factors of the whole expression—

$$\begin{aligned} \text{(i.) } & a^2 + a - 72; \\ \text{(ii.) } & 6a^2 + 5ab - 6b^2; \\ \text{(iii.) } & (3x + 2y)^2 - (2x - 3y)^2; \\ \text{(iv.) } & (x+2)(x^2-1) + (x+1)(x^2-2x-4). \end{aligned} \quad (8)$$

4. Simplify—

$$\begin{aligned} \text{(i.) } & \frac{x(x^2+y^2)-y^2(x-y)}{x^2(x+y)-y(x^2+y^2)} \div \frac{x(x-y)+y^2}{x(x+y)+y^2}; \\ \text{(ii.) } & \frac{2x^3+3x^2-11x+3}{3x^3+11x^2+3x-2}. \end{aligned} \quad (12)$$

5. Solve the equations:—

$$\begin{aligned} \text{(i.) } & (a+b)(x+c) = (a+c)(x+b); \\ \text{(ii.) } & x^2 + 4x - 14 = 0, \text{ correct to 2 decimal places.} \end{aligned} \quad (16)$$

6. If A had £3. 4s. more, he would have three times as much money as B; and, if A had £2. 10s. less, he would have twice as much as B. Find how much money each of them has. (16)

7. Prove the identities—

$$\begin{aligned} \text{(i.) } & \frac{b-c}{b+c} + \frac{c-a}{c+a} + \frac{a-b}{a+b} = -\frac{b-c}{b+c} \cdot \frac{c-a}{c+a} \cdot \frac{a-b}{a+b}; \\ \text{(ii.) } & (a+b+c)^2 + (b+c-a)^2 + (c+a-b)^2 + (a+b-c)^2 = 4(a^2+b^2+c^2). \end{aligned} \quad (16)$$

Either 8A. Taking 1 inch as unit, plot the points $A(2.3, 1.8)$, and $B(-1.6, .5)$, on the square ruled paper, showing clearly the positions of the origin and axes.

Join these points by a straight line, and find, from your figure, the values of x and y at the point P , where this line meets the graph $2x+3y=7$. (20)

Or 8B. C can do a piece of work in p hours; D can do the same piece in q hours. If C work for $p-r$ hours, find an expression for the number of hours which D will have to work in order to finish it. (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOMETRY (Intermediate Grade).

Thursday, June 24th, 1909.—Morning, 9 to 11.

Figures must be drawn neatly.

Each candidate may take ONE paper ONLY, A or B or C.

Paper A.—Euclid, Books I. and II., with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be geometrical.]

- A 1. Prove that, if two triangles have two sides of the one equal to two sides of the other and have also the angles contained by those sides equal, then the triangles shall be equal in all respects.
 M, N are the middle points of the sides AB, BC of a square $ABCD$. Prove that MC is equal to ND . (12)
- A 2. Prove that, if a side of a triangle be produced, then the exterior angle shall be equal to the sum of the two interior opposite angles.
The angles A, B, C, D of a quadrilateral $ABCD$ are $90^\circ, 60^\circ, 90^\circ, 120^\circ$; AX, CX bisect the angles BAD, BCD internally. Calculate, by means of this proposition, the magnitude of the angle AXC . (18)
- A 3. Prove that the opposite sides of a parallelogram are equal.
Prove that, if the diagonal AC of a parallelogram $ABCD$ bisect the angle BAD , then the parallelogram is a rhombus. (18)
- A 4. Prove that, in a right-angled triangle, the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.
 ACB is a triangle in which C is a right angle and CD is the perpendicular drawn from C to AB . If CA, CB be 12, 5 feet, calculate by this proposition the length of CD . (18)
- A 5. Prove that, if a straight line be divided into any two parts, the square on the whole line is equal to the sum of the squares on the two parts together with twice the rectangle contained by the two parts. (8)
- A 6. Show how to find a point P in the straight line AB such that $AB \cdot BP = AP^2$. (Give proof.)
Prove that $AP \cdot PB = AP^2 - BP^2$. (18)
- A 7. Show how to construct a square which shall be equal to a given rectangle. (Give proof.) (8)

Paper B.—Euclid, Book I. and Book III., Props. 1–19, with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be geometrical.]

- B 1. Prove that, if two triangles have two sides of the one equal to two sides of the other and have also the angles contained by those sides equal, then the triangles shall be equal in all respects.

M, N are the middle points of the sides AB, BC of a square $ABCD$. Prove that MC is equal to ND . (12)

- B 2. Prove that, if a side of a triangle be produced, then the exterior angle shall be equal to the sum of the two interior opposite angles.

The angles A, B, C, D of a quadrilateral $ABCD$ are $90^\circ, 60^\circ, 90^\circ, 120^\circ$; AX, CX bisect the angles BAD, BCD internally. Calculate, by means of this proposition, the magnitude of the angle AXC . (18)

- B 3. Prove that the opposite sides of a parallelogram are equal.

Prove that, if the diagonal AC of a parallelogram $ABCD$ bisect the angle BAD , then the parallelogram is a rhombus. (18)

- B 4. Prove that, in a right-angled triangle, the square described on the hypotenuse is equal to the sum of the squares described on the other two sides.

ACB is a triangle in which C is a right angle and CD is the perpendicular drawn from C to AB . If CA, CB be 12, 5 feet, calculate by this proposition the length of CD . (18)

- B 5. Prove that, if any two points be taken in the circumference of a circle, the chord which joins them falls within the circle. (8)

- B 6. Prove that equal chords in a circle are equidistant from the centre.

AB, AC are two equal chords of a circle and are each of length a . If the angle BAC be 60° , calculate the radius of the circle. (18)

- B 7. Show how (with proof) to draw tangents to a circle whose centre is C from a point P without it. (8)

Paper C.—Theoretical and Practical Geometry.

[Any generally recognized symbols or abbreviations may be used. Figures should be drawn accurately. In the Practical Geometry, candidates are not required to prove the validity of the constructions, but all the lines required in the constructions must be clearly shown.]

- C 1. Construct a triangle whose sides shall be 9, 7, 6 centimetres, and circumscribe a circle to it. Measure the radius of this circle. (12)

- C 2. Construct a square $ABCD$ with a four-inch side; find its centre O ; with O as centre, describe a circle of one-inch radius; from A draw that tangent to the circle which is nearest to AB , and from B that tangent which is nearest to BC . Measure the angle at which these tangents cut each other. (12)

INTERMEDIATE GEOMETRY.

- C 3. Draw a straight line ABC , and make AB, BC 5, 10 centimetres. Construct the mean proportional between AB, BC , and measure its length. (12)
- C 4. Describe the *cube*, *tetrahedron*, and *sphere*.
Each edge of a tetrahedron is 4 inches long; one edge is joined by a plane to the middle point of the opposite edge. Make a sketch of the section of the tetrahedron by this plane, and mark on it the length of each side. (16)
- C 5. Prove that, if a parallelogram and a triangle be on the same base and between the same parallels, the parallelogram shall be double of the triangle.
The parallel sides of a trapezium are 13, 24 inches long, and the distance between them is 3 inches. Calculate its area. (16)
- C 6. Prove that the straight line drawn from the centre of a circle to the point of contact of a tangent is perpendicular to the tangent.
Prove that the tangents drawn to a circle from a point outside it are equal. (16)
- C 7. Prove that the angle in a semicircle is a right angle.
Through a fixed point O within a circle any two perpendicular chords AOB, COD are drawn. Show that $AO^2 + BO^2 + CO^2 + DO^2$ is constant. (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MECHANICS (Intermediate Grade).

Friday, June 25th, 1909. — Morning, 9 to 11.

Work neatly.

1. What are the distinguishing mechanical properties of *solids, liquids, and gases*? (8)
2. What is the velocity in space of a point on the Equator, due solely to the Earth's diurnal motion, in English and in Metrical units, supposing the circumference of the Earth 25000 miles or 40 million metres? (12)
3. Define *velocity* and *acceleration*.
A particle moves through 25 ft., 35 ft., 45 ft., 55 ft. in four consecutive seconds. Is this consistent with a uniform acceleration? If so, what is its measure? What distance would the particle travel in 6 seconds from the position of rest? (12)
4. Enunciate the First Law of Motion, and give some examples illustrative of the truth of the law. (12)
5. What is meant by the *mass* of a body? How is it measured? What is a *poundal*, and what is a *dyne*? (10)
6. How would you find, by experiment, the centre of gravity of an irregular sheet of cardboard? (12)
7. A straight lever is used to lift a weight of 56 lb., the fulcrum being 9 in. from one end. How far from the fulcrum must a force of 20 lb. be applied that it may just move the weight? (12)
8. Define, and explain, "the Principle of Archimedes," and show how it may be applied to determine the relative densities of two given solids. (12)
9. How is a barometer constructed, and what does it measure? What are the advantages and disadvantages of using (a) mercury, (b) water in the construction of a barometer? (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MENSURATION (Intermediate Grade).

Friday, June 25th, 1909.—Morning, 9 to 11.

Work neatly.

Diagrams and formulæ should accompany the solutions, which should be given in full.

1. The length of each side of a square field is 321 yards; what is its area in acres? Find also the length of the diagonal to the nearest yard. (10)
2. The sides of a triangular garden are 7·8, 9·5, 9·7 chains. Find its area in acres, roods, perches. (16)
3. *A, B, C, D* are the angular points of a four-sided field, its diagonal *AC* measures 1325 links, and the two perpendiculars to *AC* from *B* and *D* are 465 and 547 links. What is the area of the field in acres, roods, perches? (8)
4. The circumference of a circular plot of ground is 1 mile or 1760 yds. in length. Find its radius in yards, and its area in square yards. [$\pi = \frac{22}{7}$.] (10)
5. The area of a circular field is 3 acres. What is the length of its radius to the nearest yard? [$\pi = \frac{22}{7}$.] (8)
6. The length of a rectangular cistern is 66 inches, its breadth is 28 inches (internal dimensions). How many gallons of water does it contain when the depth of water is 45 inches? [277·2 cubic inches = 1 gallon.] (8)
7. The diameter of a sphere or globe used for educational purposes is 42 inches. What is its volume in cubic feet? Find also the surface of the globe in square feet. (12)
8. A monument consists of a cylindrical block of marble 10 feet in diameter and 6 feet in height; on this stands another block in the form of a right cone 10 feet in diameter at the base tapering to a point, and 12 feet in vertical height. Find the volume in cubic feet of each block. [$\pi = \frac{22}{7}$.] (12)
9. Draw neatly a Plan of the field *ABCDEFGH*, and find its area in acres, roods, perches from the following Field-Book entries in links:—

	<i>AD</i>	
0	750	260 to <i>E</i>
to <i>C</i> 195	650	
	420	180 to <i>F</i>
to <i>B</i> 225	240	
	60	240 to <i>G</i>
0	000	0
From <i>A</i> go North.		

(16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

BOOK-KEEPING (Intermediate Grade).

Friday, June 25th, 1909. — Afternoon, 2 to 4.

Work neatly.

N.B.—Extra marks for neat writing, with legible figures. Dates and Names of Persons to be given as stated. All Cheques to be treated as “Bank” transactions.

DOUBLE ENTRY.

1. Journalize the following Statements and Transactions.
2. Open Accounts in the Ledger for Capital, Profit and Loss, Goods (General), Bank, Petty or Office Cash, Bills Receivable, Bills Payable, Personal Accounts, Balance Sheet.
3. Post the Journal entries into the Ledger.
4. Balance the Accounts, closing them with neat ruling. Ascertain my Net Gain or Loss by means of the Profit and Loss Account. Find my Net Capital from this and the Capital Account. Make out the Balance Sheet, with headings “Liabilities,” “Assets,” and find again my Net Capital.
If the results agree, what may you infer?

(MARKS.—Journal, 40 ; Posting, 10 ; Balancing Ledger, 40 ; Questions, 10.)

STATEMENTS.

On April 30, 1909, my Books showed the following balances :—

Goods General, valued at	\$ 2345.00
Cash at Bank	3675.00
Cash at Office or Petty Cash	372.50
Bill Receivable, due May 18	625.00
Bill Payable, due May 25	543.00
Debtors :—A. Lincoln	365.75
” V. York	472.25
Creditor :—Cabot & Co.	712.50

My Transactions during May, 1909 :—

1909.				
May	5.	Bought Goods at Auction, and paid by Cheque	....	\$ 1825.00
"	6.	Sold to A. Lincoln, Goods	.....	864.00
"	8.	Received from A. Lincoln, by Cheque	....	\$ 975.00
		and allowed him as Discount	.....	25.00— 1000.00
"	12.	Sold to V. York, Goods	.....	567.75
"	14.	Bought of J. Wolfe, Goods	.....	1400.00
"	15.	Sold Goods for Cash (Banked) up to this date	.....	1550.00
		Paid Trade Expenses in Cash up to this date	.....	152.75
"	17.	Bought of Cabot & Co., Goods	.....	962.50
"	18.	Bill Receivable, due this day, collected by Bank	..	625.00
"	20.	Paid to J. Wolfe, by Cheque	.....	\$ 380.00
		and was allowed as Discount	.....	20.00— 400.00
"	22.	Accepted J. Wolfe's Draft on me at 3 months for	..	640.00
"	25.	Bill Payable, due this day, met at Bank	.....	543.00
"	26.	V. York gave me his Promissory Note at 3 months for		765.00
"	29.	Paid Cabot & Co., by Cheque	.....	\$ 1591.25
		Discount allowed	.....	83.75— 1675.00
"	31.	Sold Goods for Cash (Banked) since May 15	.....	1345.25
		Paid Salaries for the month, &c., in Cash	.....	187.50
		Estimated value of Goods in Stock, \$		2514.00.

QUESTIONS.

- (a) Write, in proper form, my Acceptance of J. Wolfe's Draft (see above, on May 22). What is meant by a *Draft*, an *Acceptance*?
- (b) Write, in proper form, V. York's Promissory Note (see above, on May 26). When is the Bill due? What is meant by *dishonouring* and *noting* a Bill?

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NATURAL HISTORY — PHYSIOGRAPHY

(Intermediate Grade).

Friday, June 25th, 1909.—Afternoon, 2 to 4.

Only SIX questions to be answered.

Answers should be illustrated by diagrams and sketch maps where possible.

Work neatly.

1. What is the length of the day, and what would be the height of the Sun at noon on March 21 and June 22 at (a) the Arctic Circle, (b) the Equator. Give reasons. (17)
2. Compare the character of the different seasons of the year in Newfoundland with those at the Equator. Explain the differences. (17)
3. Compare the climate of the East of Newfoundland with that of the West of Ireland. Point out, and explain, the similarities and the differences. (17)
4. Describe a Coral Island. State where, and under what conditions, Coral Islands are found. (17)
5. Explain, with illustrations and examples, what is meant by (a) a salt lake, (b) an inland drainage basin, (c) a watershed, and (d) a delta. (17)
6. Describe the action of a typical river from its source to its mouth, pointing out where, and under what conditions, it (a) wears away and (b) adds to the land. (17)
7. How can a barometer be used for measuring heights? What is a *contour line*? Show, by means of a sketch map and section, how contour lines can be used to represent heights. (17)
8. Illustrate, with reference to the distribution of vegetation (forests, grasslands, and deserts), the importance of water in the life of plants. (17)
9. Describe and explain, if you can, the surface currents of the North Atlantic Ocean. (17)
10. Point out the importance of tides to the trade of the British Isles. Describe, and explain, the tides at Southampton and London. (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GENERAL ELEMENTARY SCIENCE

(Intermediate Grade).

Friday, June 25th, 1909.—Afternoon, 4.15 to 6.15.

1. How would you show that air contains water vapour? What commonly observed facts speak strongly in support of the conclusion drawn from your experiment? (16)
2. What do you understand by the expression "a unit quantity of heat"? If 20 grams of water at 18° C. were mixed with 190 grams at 40° C., what should be the temperature of the resulting mixture? In making an experiment with the object of confirming your calculation, would you expect to obtain exactly the same result? If not, why not? (17)
3. Describe experiments which conclusively show that hot water is lighter than cold water, bulk for bulk. How would you arrange an experiment to determine the change in volume which occurs when water is converted into ice? (17)
4. Give an account of experiments which show that air is concerned in ordinary cases of combustion. (16)
5. How would you conclusively prove that hydrogen is one of the constituents of water? Sketch the apparatus you would use. (17)
6. Describe experiments which show that chalk and limestone consist of lime and a gas which is breathed out from the lungs. (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

CHEMISTRY (Intermediate Grade).

Friday, June 25th, 1909.—Afternoon, 4.15 to 6.15.

Work neatly.

Sections A and B are alternative, and no Candidate may attempt questions in more than one Section.

SECTION A (ON SYLLABUS A).

- A 1. Describe simple experiments showing the property of diffusion of gases. (16)
- A 2. A lump of chalk is very strongly heated. In what respects does the resulting substance differ from chalk? (16)
- A 3. How would you arrange experiments to show that air consists in the main of two gases present in the ratio of about four to one? (17)
- A 4. Describe the preparation of nitric acid on the small scale. What materials will you need for the preparation and about what weight of each? Sketch the apparatus you would use. (17)
- A 5. Copper and strong sulphuric acid are heated together, and the resulting gas is passed into water. Describe experiments by which you would illustrate the chief properties of the solution thus formed. (17)
- A 6. An intimate mixture of sand and alum is provided. How would you obtain from the mixture a sample of pure, crystalline alum and a specimen of dry sand? (17)

SECTION B (ON SYLLABUS B).

Not more than SIX questions to be attempted.

- B 1. How would you distinguish a sheet of aluminium from one of tin, and how would you distinguish alum from gypsum? (16)
- B 2. Starting with the observation that iron rusts in air, describe experiments which lead to the conclusion that air consists mainly of two gases present in the ratio of about four to one. (17)
- B 3. Describe the preparation of muriatic acid from common salt and oil of vitriol. Sketch the apparatus used. (16)
- B 4. In what respects does river water usually differ from rain water? Describe experiments which clearly show the differences. (17)
- B 5. Make a rough sketch of a lime-kiln, and explain how it is used. What is produced in the kiln, and how does it differ in properties from the substance from which it is made? (17)
- B 6. How is plaster of Paris obtained from gypsum, and for what purposes is the plaster used? How would you again convert plaster of Paris into gypsum? (17)
- B 7. Describe what happens when dilute sulphuric acid is poured over iron or zinc. How would you show that one of the products of interaction is a constituent of water? (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NAVIGATION (Intermediate Grade).

Friday, June 25th, 1909.—Afternoon, 4.15 to 6.15.

No books or tables to be used by candidates.

Work neatly.

1. Define a *logarithm*.

Find the value of

$\log. 4700 - \log. .0020667 + \log. 761.45,$

and the fifth root of 25598, correct to *one* place of decimals. (12)

2. Enumerate the points of the compass from N. to E., and state what points are 8 points to the right and left respectively of N.W.b.N. (8)

3. Explain the following terms:—*longitude, visible horizon, starboard, dip of the needle, gimbals, traverse, dead reckoning, and current course.* (12)

4. When a compass on shore bears N. 87° W. from a ship's compass, and the ship's compass bears S. 83° E. from the compass on shore, what is the deviation of the ship's compass? (8)

5. Given

Compass Course.	Variation.	Deviation.	Leeway.	Wind.
S. 39° E.	14° W.	1° E.	$\frac{1}{2}$ pt.	E.b.S.
N.b.E.	30° W.	5° E.	$1\frac{1}{4}$ pts.	N.W.
S.W. $\frac{1}{4}$ S.	16° E.	$6\frac{3}{4}$ W.	$1\frac{3}{4}$ pts.	S.S.E.,

find the three true courses. (24)

6. What was the latitude of a ship's position if the ship had sailed from latitude $5^\circ 29'$ N., due South for 589 miles' difference of latitude? (4)

7. If a captain, about to commence a voyage, observed that a point of land bore by compass N.N.W. $\frac{1}{2}$ N., distant 9 miles, and the variation and deviation were $23^\circ 30'$ W. and $7^\circ 15'$ E. respectively, what would be his departure course? (8)

8. A ship sailed on the following true courses:—

- (i.) S. 60° W. 12 m.; (ii.) N. 33° W. 47 m.; (iii.) S. 69° W. 53 m.;
(iv.) N. 58° E. 39 m.; (v.) N. 22 m.; (vi.) S. 31° E. 22 m.

Draw a diagram to scale, of the various courses, *measure* the distance made good, and *calculate* the departure for the second course and the difference of latitude for the fourth course, in each case correct to *one* place of decimals.

(24)

LOGARITHMS.

Number.	Logarithm.	Angle.	L. Sine.
39,	5910646.	$32^\circ,$	9.7242097.
47,	6720979.	$33^\circ,$	9.7361088.
20667,	3152774.		
25598,	4082060.		
76145,	8816412.		

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Intermediate Grade).

Wednesday, June 23rd, 1909.—Afternoon, 2.30 to 5.

Work neatly.

A.—ACCIDENCE.

1. Write out the third person singular and the first person plural of the present indicative of *s'appeler*, *vouloir*, and *dire*; the third person plural of the future of *faire*, *courir*, and *punir*; the past participle of *recevoir*, *connaître*, and *dire*. (24)
2. Translate into French:—He is speaking (*parler*). Was he speaking? Does he speak? Do not speak. Will you not speak? (10)
3. Answer each of the following questions by a complete French sentence:—
 - (a) A quelle heure vous êtes-vous levé ce matin?
 - (b) Qui est-ce qui vous donne des cadeaux à Noël?
 - (c) Êtes-vous plus grand que l'élève qui se trouve près de vous?
 - (d) Quelles fleurs peut-on cueillir au mois de juin? (12)
4. Make up four short sentences in French showing how the adjective *petit* can be written in four ways (masculine singular and plural, and feminine singular and plural). (8)
5. Turn into the singular—*Ces hommes sont heureux; ses joujoux sont perdus*: and turn into the feminine—*Le prince est bon; le roi est vieux*. (16)

B.—TRANSLATION INTO FRENCH.

6.
 - (a) The first of June was Wednesday. It was very hot.
 - (b) What are you doing? and why are you there?
 - (c) Horses and cows are useful animals.
 - (d) I gave my dog a biscuit. He likes them.
 - (e) Did Remi play the harp? Yes, he did.
 - (f) How old is your friend? Is he older than you?
 - (g) There were two hundred and seventy-three boys in the school.
 - (h) I do not want your book. Give me John's.
 - (i) Who has done that? I do not know.
 - (j) I would like to be a soldier when I grow up. (60)

C.—TRANSLATION INTO ENGLISH.

7. (a) Cela fit beaucoup rire les enfants, surtout Lise, et pour les amuser, je voulus que Capi leur jouât une pièce de son répertoire, mais lui ne voulait pas m'obéir, et, sautant sur mes genoux, il recommença à m'embrasser; puis, descendant, il se mit à me tirer par la manche de ma veste.
- (b) Je m'étais si bien laissé emporter par la joie que je ne m'apercevais pas que Capi était presque aussi joyeux que moi; il me tirait par la jambe de mon pantalon et il jappait de temps en temps. Enfin ses jappements, de plus en plus forts, m'arrachèrent à mon rêve.
- (c) Il est assez de geais à deux pieds comme lui,
Qui se parent souvent des dépouilles d'autrui,
Et que l'on nomme plagiaires.
Je me tais, et ne veux leur causer nul ennui:
Ce ne sont pas là mes affaires.
- (d) Le porc à s'engraisser coûtera peu de son;
Il était, quand je l'eus, de grosseur raisonnable:
J'aurai, le revendant, de l'argent bel et bon.
Et qui m'empêchera de mettre en notre étable,
Vu le prix dont il est, une vache et son veau,
Que je verrai sauter au milieu du troupeau.

(70)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Intermediate Grade).

Monday, June 28th, 1909.—Morning, 9 to 11.30.

Work neatly.

A.—ACCIDENCE.

1. Decline, in the singular, *levis gradus, aliud mare*; in the plural, *gravius opus, qui dies*. Give the gender, meaning, ablative singular, and genitive plural of *quercus, pectus, litus, genus*. (12)
2. Give the Latin for—*two fierce battles; of the other foot; easier journeys; tender leaves*. Give the other degrees of comparison of *facilius, maxime, peior, iuvenis, proximus*. Give the adverbs formed from *felix, altus*. (10)
3. Decline, in the singular, *utergue*; in the plural, *idem*. Give the English of *alterius, cuidam, sese*; and the Latin for—*how many? whosoever, five times, fifty thousand, nineteenth, two at a time*. (10)
4. Parse *velitis, capiere, utantur, eunti, ferrent*. Give the principal parts of *sperno, lego, sepelio*. Give, with the English, the nominative singular masculine of the participles of *proficiscor*. (13)
5. Write down the third person singular of the future perfect indicative active, the third person plural of the present subjunctive active, and the present infinitive passive of *iubeo, tollo, facio, adiuvo*. Give the English of *usurus, hortatus, tectus*. (11)
6. What cases are used with the following prepositions?—*pro, sub, contra, propter, apud*. (6)
7. Explain—*locative case, sequence of tenses, frequentative verb, oratio obliqua*. (8)

B.—ELEMENTARY COMPOSITION.

Translate into Latin:—

- (a) Do not seek safety in flight; you will soon be able to defeat the enemy. (8)
- (b) I know that he ordered them to remain in the harbour, that they might help the sailors. (9)
- (c) Did you not promise me that you would write a long letter to your brother? Have you done this? (10)
- (d) I am afraid they have spoken the truth; there will not be enough food till they return. (9)

INTERMEDIATE LATIN.

- (e) What is there to prevent you from taking the city? (6)
 (f) In the middle of the night a messenger came to our camp and informed us that we must set out without delay. (9)
 (g) If you read the book I sent you for a present, it will give you, I am sure, very great pleasure. (9)

C.—TRANSLATION.

Translate into English:—

1. (a) Ea quae scripsisti difficillima sunt intellectu.
 Parse *quae*, *intellectu*.
 (b) Rure vivendum erit quo facilius corpus exerceas.
 Explain the mood and tense of *exerceas*.
 (c) Iamdiu te videre cupio; cum opus confecero, rus veniam.
 Explain the tense of *confecero*. What is the Latin for—*into the fields*?
 (d) Quis est quin timeat ut satis pecuniae habeat?
 Explain the case of *pecuniae*.
 (e) Dum milites venirent moratus, intellexit se occasionem amisisse.
 Give the principal parts of the verbs in this sentence. (23)
2. Gyges, cum terra discessisset magnis quibusdam imbribus, descendit in illum hiatum, aeneumque equum, ut ferunt fabulae, animadvertit, cuius in lateribus fores erant: quibus apertis, hominis mortui vidit corpus magnitudine inusitata, anulumque aureum in digito: detractum ipse induit. Tum se ad pastores (erat autem regius pastor) recepit. Ibi, cum palam eius anuli ad palmam converterat, a nullo videbatur, ipse autem omnia videbat; idem rursus videbatur, cum in locum anulum inverterat. Itaque, hac opportunitate anuli usus, regem dominum interemit, sustulitque quos obstare arbitrabatur: nec in his eum facinoribus quisquam potuit videre.
 Parse *apertis*. (24)
3. Corinthii, navi in altum provecta, praedae pecuniaeque cupidi, de necando Arione consilium ceperunt. Ille autem, perniciem intellecta, pecuniam ceteraque sua, ut haberent, dedit, vitam modo sibi ut concederent oravit. Nautae hoc solum concedere voluerunt, ut eum necare per vim suis manibus temperarent; imperabant tamen ut iam statim desiliret praeceps in mare. Tum ille, spe omni vitae perdita, id unum postea oravit, ut, priusquam mortem oppeteret, paterentur vestitum omnem induere et fides capere et canere carmen quod casum illum suum consolaretur. Quod oraverat impetrat; nautae enim audire cupiebant.
 Finish the story in your own words. (23)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GREEK (Intermediate Grade).

Monday, June 28th, 1909.—Afternoon, 2 to 5.

A.—ACCIDENCE AND SYNTAX.

1. Decline *τριήρης, ναῦς, φύλαξ*. (6)
2. Decline *εἰς, οὗτος, ἡδύς* in the singular; and *μέγας* in the plural. (8)
3. Give the other degrees of comparison of *ἡδύς, μέγας*, and *μάλα*. What is the Latin equivalent of the last? What is the positive of *βέλτιστος*? Give all the forms connected with the numerals *two* and *ten*. Give the English of *αὐτόθι, αὐτίκα, αὐτοῦ* (adverb), and *αὐτοῦ*. (18)
4. Give the subjunctive present active of *δηλόω* and the aorist indicative active of *δίδωμι* throughout; the first person singular of the aorist indicative active of *μένω*, and of the future of *ἔχω*, and all the participles (with English) of *θνήσκω*. (18)
5. Give some of the uses of the genitive (with examples). (20)

B.—TRANSLATION INTO GREEK.

1. All the soldiers were most faithful to the king. (7)
2. The king considered what answer he should make. (10)
3. They remained there for a week, collecting supplies. (10)
4. He took the letter and gave it to the king. (9)
5. Straightway they rushed into the ships. (7)
6. The soldiers were encamped in the road. (8)
7. The man who is worth most shall receive most money. (9)

C.—TRANSLATION INTO ENGLISH.

1. (a) *Περὶ σωτηρίας ἡμῶν θυομένοις οἰωνὸς τοῦ Διὸς τοῦ σωτήρος πέφανται.* (4)
(b) *Κῦρος ἐπέσχετο αὐτοῖς, εἰ καλῶς καταπράξειε τὸν στόλον, μὴ πρόσθεν παύσεσθαι πρὶν αὐτοὺς καταγάγοι οἴκαδε.* (6)
(c) *Κῦρος ἔτι παῖς ὢν ὅτ' ἐπαιδεύετο καὶ σὺν τῷ ἀδελφῷ καὶ σὺν τοῖς ἄλλοις παισὶ πάντων πάντα κράτιστος ἐνομιζέτο.* (6)

2. Μετὰ ταῦτα κελεύοντος Κύρου ἔλαβον τῆς ζώνης τὸν Ὀρόνταν ἐπὶ θανάτῳ ἅπαντες οἱ παρόντες. εἶτα δ' ἐξήγον αὐτὸν οἷς προσετάχθη, καὶ οἱ πρόσθεν προσκυνοῦντες αὐτὸν καὶ τότε προσεκύνησαν, καίπερ ἐπὶ θάνατον ἀγόμενον. ἐπεὶ δὲ εἰς τὴν Ἀρταπάτου σκηνὴν εἰσῆχθη, σκηπτούχου πιστοῦ τῷ Κύρῳ ὄντος, μετὰ ταῦτα οὐδὲν περὶ αὐτοῦ ἤκουεν οὐδεὶς· εἵκαζον δὲ ἄλλοι ἄλλως ὅπως ἀπέθανεν. (24)
3. Κῦρος δὲ καὶ οἱ ἱππεῖς τούτου ὅσον ἑξακόσιοι ὠπλισμένοι ἦσαν θώραξι μὲν αὐτοὶ καὶ παραμηριδίοις καὶ κράνεσι πάντες πλὴν Κύρου· Κῦρος δὲ ψιλὴν εἶχε τὴν κεφαλὴν ἐν τῇ μάχῃ. οἱ δ' ἵπποι πάντες οἱ μετὰ Κύρου εἶχον καὶ προμετωπίδια καὶ προστερνίδια· εἶχον δὲ καὶ μαχαίρας οἱ ἱππεῖς Ἑλληνικάς. καὶ ἤδη τε ἦν μέσον ἡμέρας καὶ οὐπω καταφανεῖς ἦσαν οἱ πολέμοι· ἡνίκα δὲ δεῖλη ἐγίγνετο, ἐφάνη κονιορτὸς ὥσπερ νεφέλη λευκὴ, χρόνῳ δὲ πολλῷ ὕστερον ὥσπερ μελανία τις ἐν τῷ πεδίῳ ἐπὶ πολὺ. (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Intermediate Grade).

Wednesday, June 23rd, 1909.—Afternoon, 5.15 to 6.

Candidates must not use india-rubber or make any erasures.

I.

Ten minutes allowed.

To gain full marks, thirty words a minute must be transcribed neatly and correctly; twenty-five words a minute, fairly well done, will secure a pass.

Transcribe into Shorthand:—

As for a shelter, I do not deny that this is now a necessary of life, though there are instances of men having done without it for long periods in colder countries than this. In our climate, in the summer, it was formerly almost solely a covering at night. In the Indian gazettes a wigwam was the symbol of a day's march, and a row of them cut or painted on the bark of a tree signified that so many times they had camped. We may imagine a time when, in the infancy of the human race, some enterprising mortal crept into a hollow in a rock for shelter. Every child begins the world again, to some extent, and loves to stay outdoors, even in wet and cold. It plays house as well as horse, having an instinct for it. Who does not remember the interest with which, when young, he looked at shelving rocks, or any approach to a cave? It was the natural yearning of that portion of our most primitive ancestor which still survived in us. From the cave we have advanced to roofs of palm leaves, of bark and boughs, of linen woven and stretched, of grass and straw, of stone and tiles. At last, we know not what it is to live in the open air, and our lives are domestic in more senses than we think. From the hearth to the field is a great distance. It would be well, perhaps, if we were to spend more of our days and nights without any obstruction between us and the celestial bodies, if the poet did not speak so much from under a roof, or the saint dwell there so long. Birds do not sing in caves, nor do doves cherish their innocence in dovecots. (30)

II.

Take down in Shorthand the three passages that will be read by the Presiding Examiner, and transcribe the first two. (70)

Seven minutes for dictation. Twenty-eight minutes for transcription.

COUNCIL OF HIGHER EDUCATION NEWFOUNDLAND.

SHORTHAND (Intermediate Grade).

Wednesday, June 23rd, 1909. — Afternoon, 5.15 to 6.

PASSAGES FOR DICTATION.

Seven minutes for dictation. Twenty-eight minutes for transcription. The following passages will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each half-minute or quarter of a minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

Three passages will be dictated: the first at 40 words per minute, the second at 50 words per minute, and the third at 60 words per minute. Candidates are to take down all three passages, and their shorthand notes will be submitted to the Examiner, but only the first two passages are to be transcribed. Accuracy is the matter of most importance.

(40 words per minute.)

1 The first item on the agenda was the presentation of the minutes
1/2 of the first ordinary meeting of the Institute, / which were read and
confirmed. Afterwards the Treasurer presented his report and
2 balance sheet, which covered the first year's work. / It was, he
1/2 said, very satisfactory to be able to state that, as would be seen from
the audited account / of receipts and expenditure, the funds of the
Institute were in a thoroughly healthy condition. The total receipts
2 since the / formation of the Institute amounted to £600, while the
2 1/2 expenses had been £232. /

(50 words per minute.)

1/2 There was thus a balance in hand of £368. Subscriptions had
been paid by 273 members, / and contributions to the special fund
to defray the preliminary expenses in connexion with the formation
1 of the Institute amounted to £82, which / was sufficient to repay the
whole of the cost of printing, advertising, and clerical assistance
1/2 incurred by the honorary secretaries. It was hoped that other /
contributions would be received, so as to cover the cost of furnishing
the new offices and to allow the whole of the members' subscriptions
2 to / be used for the more direct prosecution of the aims of the
Institute. About £200 per annum would be required for office
1/2 expenses. /

INTERMEDIATE SHORTHAND.

(60 words per minute.)

$\frac{1}{4}$ The election of members to serve on the Council of the Institute
 $\frac{1}{2}$ was then proceeded / with, and resulted in the almost unanimous
 $\frac{3}{4}$ selection of the gentlemen who had been recommended / by the
1 the voting was very / gratifying to the committee, as their endeavour
 $\frac{1}{4}$ had been to have all sections of the / trade represented, and, as far
as possible, all the classes of membership which the Institute / was
intended to include. At the first meeting of the new Council it
 $\frac{1}{2}$ would be / their duty to arrange for the proper conduct of the
 $\frac{3}{4}$ business of the Institute which / had passed through the preliminary
2 stages and was now about to commence work in earnest. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TYPEWRITING AND OFFICE ROUTINE

(Intermediate Grade).

Monday, June 28th, 1909.—Morning, 9 to 11.

The Theory Paper and the Time Test must each be commenced on a fresh sheet, on which must be typed at the head the candidate's examination number.

If the candidate loses time through a defective machine, or finishes the whole of the work before the expiration of the time allowed, the fact must be notified on the candidate's worked papers, and will be taken into account by the Examiner.

1. Typewriting Time Test. (30)

2. Type the following sentence:—

I expect to see Mr. Brown in the course of a week or two.

Then withdraw the sheet from the machine, erase the words "see," "Brown," and "week"; reinsert the sheet, and substitute the words "meet," "Walker," and "day" with equal spacing between the words. *Only one attempt allowed.* (7)

3. Give examples of the various uses of the following:—(a) *Single and double quotation marks*; (b) *period*; (c) *hyphen*. (5)

4. To what causes would you attribute failure to obtain perfect letter-press copies? (6)

5. Explain the meaning of the following terms and signs when used in the revision of manuscripts:— (7)

d/ stet. tr. ^ o # L Caps.

6. Explain how the centre of the line is ascertained when displaying headlines over type-script executed *with* and *without* a left margin. (7)

7. Name the various depths of line-spacing and manner of regulation. Is it possible to type on ruled lines? (7)

8. Can errors be corrected in carbon copies *without* removal of the sheets from the machine? If so, how? (7)

9. Messrs. Sturges & Ripley are engaged in a wholesale seed business at Queen Victoria Street, London, E.C. Mr. Sturges has just retired from the concern, and two clerks, named Alfred Cole and James Goodall, have been admitted to succeed him; the style of the new firm will be Ripley, Cole, & Goodall. Compose a circular to be sent to the customers and correspondents, notifying them of the change, and soliciting a continuance of favour to the new firm. (*Use a separate sheet for the answer to this question.*) (10)

10. Describe briefly how you would duplicate (by the stencil process) 500 copies of the circular referred to in the preceding question. (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TIME TEST

(to accompany Typewriting and Office Routine Paper).

(Intermediate Grade.)

Monday, June 28th, 1909. — Morning, 9 to 9.10.

No candidate may have possession of this Paper for more than TEN minutes.

Full marks can be obtained by accurately copying 400 words at FORTY words a minute. Greater speed secures extra marks. A minimum of THIRTY words a minute is required.

The quality of the touch and the correct division of words into syllables at the line-ends will influence the awarding of marks.

Use double line-spacing and a left margin of five degrees.

The cedar-wood used in the manufacture of pencils comes from Florida, where there are extensive plantations of cedar, not comparable in form and growth with the glorious natural giants of Lebanon, but cedars reared specially for commercial purposes—as hardy, though, and as odorous and full of quality as their Syrian prototypes. The Florida cedar-wood is imported in immense quantities, some unhewn, others cut into slats. It is stocked for five or six years before using; it improves with keeping. Even then it is further seasoned by being laid on shelves in cupboards heated with hot air at a temperature ranging from 90 to 120 degrees.

Each slat, as long as a pencil and broad enough to make from four to five side by side, is grooved for the lead. The leads are put into the grooves by hand, the girls employed in this process showing the most extraordinary dexterity. Another slat is then glued on to the top of the slat that holds the leads, the two together being put into a vice and hydraulically squeezed until the glued joint is practically invisible. The slats are afterwards put through a machine, which rounds first one side and then the other, which results in as many pencils being made as there are leads. The only thing remaining to be done to complete each pencil is to shave its ends, sand-paper, stain, and polish it. In the case of pencils of the best quality the polishing is done by hand, as much care being bestowed upon the surface as if they were precious metal.

This, however, is but half the art of making a pencil. What requires as much, if not greater, care is the preparation of the lead, for it is the lead that determines the quality and prolongs the life of a pencil. The word “lead,” as applied to this part of a pencil, is a misnomer. The

INTERMEDIATE TYPEWRITING TIME TEST.

substance used is plumbago, also known as graphite, a carbonaceous mineral of black colour and metallic lustre. According to the class or brand of pencil required, so the graphite is prepared by the admixture of certain things which give the "lead," when completed, its distinctive character. The mixture is put into a mill and ground for from three to twelve days, according to the quality required. When the grinding is completed the mixture is pressed by hydraulic machinery, so that every particle of moisture is extracted from it. It is then of such a texture that it can just be indented by the finger nail. Another machine attenuates it into long threads, round or square, the exact thickness of the "lead" required. In this condition the leads are left for thirty days to harden. They are then brittle, and if made into pencils at this stage would break every time the pencil was sharpened. To avoid this, they are heated in kilns, a process known as "firing," and afterwards "prepared" in a hot chemical solution, which is absorbed into the lead and gives it that peculiar property enabling it to make an even and clear mark upon paper. The leads are then ready to be placed in the grooved slot in the way already described.

At every stage of the manufacture the greatest care is taken to ensure that no pencil contains any blemish or flaw. The slats of cedar are examined so that only those with a straight grain are used. In the preparation of the leads each one is examined separately by eye and finger, the operatives displaying the keenest sense of touch and sight in discovering a warp, a pin-prick, or an uneven surface. Even after the pencils are completed a number of them are for some reason or another "thrown out," because containing, to the casual observer, an inappreciable defect. It takes four months to make a pencil of the first grade.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ART SUBJECTS—PENMANSHIP

(Intermediate Grade).

Thursday, June 24th, 1909.—Morning, 11.15 to 11.45.

30 minutes allowed.

Work neatly.

Specially ruled paper is provided.

Write the words in italics in a larger hand than the rest.

Brazil.

The history of Brazil, considered as a colony, is divided into two very different periods. During the first of these, it makes up, together with the *West Indies* and the *Southern States of North America*, that group of settlements which mainly depended on slavery for their prosperity. The long line of *Portuguese* settlements on the west coast of *Africa* gives some idea of the extent of the Brazilian slave-trade. In no plantation colony were the imported slaves so shortlived: and the prosperity of the great *fazendas*, or plantation estates, depended altogether upon the maintenance of a constant supply. In its earlier times Brazil was merely a large plantation colony. The beginnings of a change may be traced to the discovery of gold and diamonds in the southern districts. Since the beginning of the 18th century mining and stock-farming have been steadily pursued in this part of the country: it has come to exceed by far the rest of the colony in wealth and population, and to take the lead in the general policy of the nation. The town and province of *St. Paul*, of which we have spoken in giving an account of the *Jesuit Missions*, thus became the leading element in Brazil.

		1906.		1907.
Cattle	.....	No. 319,631	.....	295,962
Sheep	.....	„ 1,038,967	.....	1,071,403
Pigs	.....	„ 93,352	.....	81,127
Horses	.....	„ 8,027	.....	9,362
Beef	.....	cwts. 806,781	.....	1,007,234
Mutton	.....	„ 1,192,017	.....	835,197

(50)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Intermediate Grade).

Thursday, June 24th, 1909.—Afternoon, 4.45 to 6.15.

Work neatly.

1. What are the functions of the blood? (20)
2. How would you treat a patient who had a crumb of bread lodged in his throat and was choking? (10)
3. What are the dangers involved in drinking *unpurified* river-water? (20)
4. Describe the digestion of (a) *starchy*, (b) *nitrogenous* foods. (20)
5. What part in the maintenance of bodily health is taken by (a) *sleep*, (b) *exercise*? What ill effects may be caused by deficient sleep? (20)
6. What are the advantages of cleansing a room by means of a damp cloth instead of by sweeping? (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

AGRICULTURE (Intermediate Grade).

Wednesday, June 23rd, 1909. — Afternoon, 2.30 to 4.30.

Work neatly.

1. Name the usual causes of *sourness* in soils, and say what remedies are employed in improving sour land.
What effects are produced by sour soils on the crops grown on them? (15)
2. To what part of the plant does the farmer refer when he speaks of wheat seed and potato seed respectively? For what purpose is the true seed of the potato sown? (10)
3. What are the chief characteristics of a peaty soil? For what crops are peaty soils best suited?
Which artificial manures do most good on peaty soils? (15)
4. Give an account of the cultivation of the oat crop. Name any varieties of this crop with which you may be acquainted, stating in each case the colour of the grain and whether the husk is thick or thin. State the yield per acre when the crop is good. (16)
5. How is superphosphate of lime prepared? What are the special uses of this manure? Indicate the usual percentages of the valuable constituent or constituents. (14)
6. Estimate the value of the food consumed per week in winter by a three-year-old fattening ox. The dietary must be stated. (14)
7. Write a short Essay describing the chief work on the farm during the month of May. Both crops and live stock should be referred to. (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

PLAIN NEEDLEWORK (Intermediate Grade).

Friday, June 25th, 1909.—Morning, 9 to 12.

1. From the paper supplied, cut out the sleeves of a woman's nightdress (half size) and make up one. (40)
2. Whip frill and set on to band, the frill to be three inches long when finished. (40)
3. Mark the initials of worker on the coarse linen supplied. (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCHOOL MANAGEMENT (Intermediate Grade).

Tuesday, June 22nd, 1909.—Afternoon, 4.15 to 6.15.

Work neatly.

1. Write brief Notes of a Lesson on any *one* of the following subjects :—
(a) the difference between *their* and *there*, (b) the Roundheads,
(c) Avoirdupois Weight Table. (20)
2. A School has six classes, with a teacher for each class. Suppose you are the teacher of one of the classes in this School and are called upon to draw up a Time-table for your class. State what particulars would have to be supplied to you by the Head Teacher before you could set about it. (16)
3. Should there be any difference between the teaching of Short Division and the teaching of Long Division? Give a clear statement of your reasons for your answer. (16)
4. State precisely what objections you would raise to each of the following questions if it appeared on an examination paper :—
(a) Tell all you know about Cromwell.
(b) Ought there to be taxation without representation; and if not, why not?
(c) Was the Septennial Act passed before or after the South Sea Bubble? (16)
5. *Either* (a) Give an account of the best way you know of ventilating a schoolroom; *or* (b) Show how a School may be so organized, without loss to the pupils, as to leave each teacher with half an hour or so free each day to attend to "corrections" or preparation of apparatus, &c., during school hours. (16)
6. In what way can the teacher best secure the co-operation of the senior pupils in maintaining a healthy discipline in the School? (16)

ASSOCIATE.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH (Associateship).

Tuesday, June 22nd, 1909.—Afternoon, 2 to 5.

[*Not more than six questions are to be attempted. The Essay must be taken by EVERY candidate. When a question contains two or more parts, the answers must be given consecutively.*]

Work neatly.

1. Write an Essay, of not more than five hundred words, on any *one* of the following subjects:—

- (a) The parts played by Clive and Warren Hastings in building up a British Empire in India.
- (b) Social and Religious Revolution in the 14th Century.
- (c) Parliamentary Reform.
- (d) Milton (1908 was the tercentenary of Milton's birth).
- (e) The Partition of Africa in the latter part of the 19th Century.
- (f) Emigration. (50)

2. (a) Analyse the following passage into its component sentences and clauses, and show clearly their relation to each other:—

"Were I as old as your mother, in whose longevity I rejoice, and the more, because I consider it as, in some sort, a pledge and assurance of yours, and should come to the possession of land worth planting, I would begin to-morrow, even without previously insisting upon a bond from Providence that I should live five years longer."

- (b) Parse the *italicized* words in (a). (30)

3. (a) Write notes on the grammatical peculiarities of the following passages:—

- (i.) "I thought me richer than the Persian king."
- (ii.) "Him I accuse
The city ports by this hath entered."
- (iii.) "Him thought he by the brook of Cherith stood."
- (iv.) "How can ye chant, ye little birds,
And I sae fu' o' care?"
- (v.) "Nor mourn ye less his perished worth,
Who bade the conqueror go forth."

- (b) Correct the following passages, explaining briefly the reason of your correction:—

- (i.) She found every one's attention directed to Mary and she herself entirely overlooked.
- (ii.) The only thing Siamese about the consul, except the hatchment and the flag, were his servants.

- (iii.) Then, Sir, you keep up revenue laws which are mischievous, in order to preserve trade laws that are useless.
 - (iv.) He went to the door, and, shouting into the passage something in Irish, the room was instantly filled with bog-trotters.
 - (v.) "Doing one's duty" generally consists of being moral, kind, and charitable. (30)
4. Define the terms *epic*, *ballad*, *lyric*, *elegy*, *satire*. Give one example of each from English Literature, and write a descriptive account of any two of the examples you have chosen. (30)

5. (a) State the general subject of the following extract.
- (b) Indicate the paragraphs into which it may be suitably divided, and state the particular subject of each.
- (c) Write a Précis of the whole passage—that is, a summary in the form of a continuous narrative:—

"The religion of the islands is that of the kirk of Scotland. The gentlemen with whom I conversed are all inclined to the English liturgy; but they are obliged to maintain the established minister, and the country is too poor to afford payment to another, who must live wholly on the contribution of his audience. They therefore all attend the worship of the kirk as often as a visit from their minister, or the practicability of travelling, gives them opportunity; nor have they any reason to complain of insufficient pastors; for I saw not one in the islands whom I had reason to think either deficient in learning or irregular in life; but found several with whom I could not converse without wishing, as my respect increased, that they had not been Presbyterians. The ancient rigour of puritanism is now very much relaxed, though all are not yet equally enlightened. I sometimes met with prejudices sufficiently malignant, but they were prejudices of ignorance. The ministers in the islands had attained such knowledge as may justly be admired in men who have no motive to study but generous curiosity, or, what is still better, desire of usefulness; with such politeness as so narrow a circle of converse could not have supplied but to minds naturally disposed to elegance. Reason and truth will prevail at last. The most learned of the Scottish doctors would now gladly admit a form of prayer if the people would endure it. The zeal or rage of congregations has its different degrees. In some parishes the Lord's Prayer is suffered: in others it is still rejected as a form, and he that should make it part of his supplication would be suspected of heretical pravity. The principle upon which extemporary prayer was originally introduced is no longer admitted. The minister formerly, in the effusion of his prayer, expected immediate, and perhaps perceptible, inspiration, and therefore thought it his duty not to think before what he should say. It is now universally confessed that men pray as they speak on other occasions, according to the general measure of their abilities and attainments. Whatever each may think of a form prescribed by another, he cannot but believe that he can himself compose by study and meditation a better prayer than will rise in his mind at a sudden call; and if he has any hope of supernatural help, why may he not as well receive it when he writes as when he

speaks? In the variety of mental powers, some must perform extemporary prayer with much imperfection; and, in the eagerness and rashness of contradictory opinions, if public liturgy be left to the private judgment of every minister, the congregation may often be offended or misled." (30)

6. (a) Paraphrase the following passage:—

"Meditation here *
May think down hours to moments. Here the heart
May give a useful lesson to the head,
And learning wiser grow without his books.
Knowledge and wisdom, far from being one,
Have oftentimes no connexion. Knowledge dwells
In heads replete with thoughts of other men;
Wisdom in minds attentive to their own.
Knowledge, a rude unprofitable mass,
The mere materials with which wisdom builds,
Till smoothed and squared and fitted to its place,
Does but encumber whom it seems to enrich.
Knowledge is proud that he has learned so much;
Wisdom is humble that he knows no more."

* In a wood.

- (b) Point out instances (*one of each*) of *alliteration*, *antithesis*, *metaphor*, *metonymy*, and *personification* in the above passage. (30)

7. (a) Explain the meaning, and illustrate the use, of any *five* of the following phrases:—*Hobson's choice*; *the Gordian knot*; *to cross the Rubicon*; *Fabian tactics*; *a Mrs. Harris*; *Augean stables*; *a sop to Cerberus*; *to tilt at windmills*.

- (b) Distinguish the meanings of any *five* of the following pairs of words, and write sentences that clearly illustrate their use:—*complaisant* and *complacent*, *detriment* and *detrition*, *expedient* and *expeditious*, *pertinent* and *pertinacious*, *sequence* and *sequel*, *simulation* and *semblance*, *vacancy* and *vacuity*. (30)

8. Give the titles of any *five* of Scott's historical novels; indicate the period of history which each of them illustrates; mention any novels by other authors that illustrate the same periods; and, selecting *one* of these other authors, compare him with Scott as a historical novelist. (30)

9. Mention any *five* poems dealing with famous events in English history. Name the author of each poem that you select, and write a short description of any *two* of the poems. (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH LITERATURE (Associateship).

Thursday, June 24th, 1909. — Afternoon, 2.15 to 4.15.

Question 1 in each section must be taken by all candidates. FIVE other questions may be attempted, three in Section I. and two in Section II., or vice versa.

Work neatly.

I.

SHAKESPEARE: "MERCHANT OF VENICE."

1. Interpret the following passages in simple modern prose, and show fully in what connexion they occur:—

- (a) "O, ten times faster Venus' pigeons fly
To seal love's bonds new-made, than they are wont
To keep obliged faith unforfeited!"
- (b) "The brain may devise laws for the blood, but a hot temper
leaps o'er a cold decree; such a hare is madness the
youth to skip o'er the meshes of good counsel the
cripple."
- (c) "Look on beauty,
And you shall see 'tis purchased by the weight;
Which therein works a miracle in nature,
Making them lightest that wear most of it."
- (d) "How every fool can play upon the word! I think the
best grace of wit will shortly turn into silence,
and discourse grow commendable in none only but
parrots."
- (e) "A substitute shines brightly as a king
Until a king be by, and then his state
Empties itself as doth an inland brook
Into the main of waters." (25)

2. Show how the story of "The Elopement of the Miser's Daughter," introduced in Act II., serves to knit the events and characters of the plot more closely together. (10)

3. Describe Arragon's method of choosing the casket, and show that the following remark of Portia was justified:—

"O these deliberate fools! When they do choose,
They have the wisdom by their wit to lose." (10)

4. Examine and comment on the metre of the following lines:—

- (a) "Before a friend of this description."
(b) "I will assume desert. Give me a key for this."
(c) "All that glisters is not gold."
(d) "And when I ope my lips let no dog bark."
(e) "Gaoler, look to him: tell not me of mercy." (10)

5. Quote *three* Biblical references in the play. Quote allusions to the Swan's death-song, the rack, the philosophy of Pythagoras, palmistry, the Antipodes.

What was "Black Monday"? Who makes allusion to it?
(10)

II.

SELECTIONS FROM TENNYSON.

1. Interpret the following passages in simple modern prose, and show fully from what poems they are taken and in what connexion they occur:—

- (a) "A land of streams! Some, like a downward smoke,
Slow-dropping veils of thinnest lawn, did go;
And some thro' wavering lights and shadows broke,
Rolling a slumbrous sheet of foam below."
(b) "They smile, they find a music centred in a doleful song
Steaming up, a lamentation and an ancient tale of wrong,
Like a tale of little meaning tho' the words are strong;
Chanted from an ill-used race of men that cleave the soil."
(c) "Why should a man desire in any way
To vary from the kindly race of men,
Or pass beyond the goal of ordinance
Where all should pause, as is most meet for all?"
(d) "Save the one true seed of freedom sown
Betwixt a people and their ancient throne;

For, saving that, ye help to save mankind
Till public wrong be crumbled into dust,
And drill the raw world for the march of mind,
Till crowds at length be sane and crowns be just."
(e) "Tho' the Giant Ages heave the hill
And break the shore, and evermore
Make and break, and work their will;
Tho' world on world in myriad myriads roll
Round us each with different powers,
And other forms of life than ours,
What know we greater than the soul?" (25)

2. Contrast "Ulysses" with "Dora" as regards (a) subject and (b) style. (10)
3. Relate the story of "The Lady of Shalott," and show how it differs from that of "Lancelot and Elaine." (10)
4. Show the plan on which "The Ode on the Death of the Duke of Wellington" was written. Summarize Tennyson's estimate of Wellington as soldier and as statesman. (10)
5. Give the meaning of the words *pentagram*, *moly*, *lees*, *galaxy*, *thorp*, *bicker*, *diaper'd*, and show how they are used in the poems. Quote an instance of *climax* in "The Revenge." (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Associateship).

Tuesday, June 22nd, 1909.—Morning, 9.15 to 12.15.

Answer EIGHT questions only. The questions are of equal value.

Short and clear answers are required. Work neatly.

1. Distinguish the different causes that led Englishmen to rebel during the reigns of the Tudor and Stuart Sovereigns, and give historical instances. Briefly compare them with the causes that led to the French Revolution of 1789.
2. Describe the part played in the history of the Church by Archbishops Cranmer, Parker, and Laud respectively. Briefly indicate the character of the religious movements connected with the names of John Wesley, Dr. Newman, and "General" Booth.
3. Indicate the principal stages of the expansion of the British Empire in Asia.
4. Give details of the foreign policy of William III., and discuss its influence on that of the 18th century.
5. State clearly the causes of the fall of the Stuart dynasty and the accession of the Hanoverian.
6. Illustrate, from the relations between Great Britain and her American colonies, the influence that geographical situation has on the making of history.
7. Give details of the Act for the Union of Great Britain and Ireland. Describe, and account for, the condition of Ireland at the time.
8. Explain and illustrate the statement that the wars of the 16th and 17th centuries were partly due to (a) religious disputes, (b) rivalry in trade.
9. Indicate some of the more important facts or influences from 1685 to 1901 that have made the House of Commons the chief political power in the State.
10. Give illustrations of the social and political effects of the introduction of railways and steamships.
11. Trace the circumstances that led to the fall of (a) Napoleon Buona-
parte, (b) Napoleon III.
12. Show how the reign of Queen Victoria was connected with disputes about Turkey.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (Associateship).

Wednesday, June 23rd, 1909.—Afternoon, 2 to 5.

Only THREE questions may be attempted in each Section of the Paper.

Work neatly.

SECTION A.

1. State carefully, and account for, the chief movements, vertical and horizontal, of the Ocean. (36)
2. Account for, and show the importance of, the typical features of a "Mediterranean" climate. (36)
3. Contrast the climates of the East and West coastlands of Great Britain, explaining any differences. (32)
4. Explain the relief of Central Scotland, and show its influence in the development of the area. (32)
5. State, and account for, the distribution of woollen industries in England, mentioning the chief towns connected with the industry. (32)

SECTION B.

6. Compare South America (*a*) with North America in relief, and (*b*) with Africa in climate. (32)
7. Describe and illustrate, from the North-West and North-East corners of the Atlantic Ocean, the conditions favourable to fishing industries. (32)
8. Compare the Mohawk and the Hudson with the Saône and the Rhone in physical character and economic importance. (32)
9. Describe the exact position and the natural advantages of Irkutsk, St. Louis, Tokio, Venice, and Walfish Bay. (32)
10. What localities in the British Empire (outside the British Isles) are specially connected with (*a*) ostrich-farming, (*b*) pearl-fishing, (*c*) iron-mining, (*d*) sheep-rearing, and (*e*) tea-planting? In each case explain the causes to which the particular industry is due. (32)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Elementary Mathematics.—Paper B.

GEOMETRY (Associateship).

Thursday, June 24th, 1909. — Morning, 9 to 12.

A.—Practical.

Figures must be drawn neatly and accurately.

All construction lines must be clearly shown.

1. Construct a triangle ABC , with its sides AB , BC , and CA 15, 52, and 41 units long respectively. With centre A and radius AC , describe a circle cutting CB produced in D . From A draw AE perpendicular to CB . Calculate, and measure, the lengths of AE and BD , and find the difference between the areas of the triangles ABC and ABD . (12)
2. Draw two circles, with radii 3 and 7 units long respectively, and whose centres are 9 units apart. Draw one direct common tangent, measure its length, and verify by calculation. (8)
3. On a line, 11 units long, construct an isosceles triangle such that the two equal sides are adjacent sides of a hexagon, and complete the hexagon. (10)

B.—Theoretical.

Figures must be drawn neatly.

Recognized abbreviations may be used.

4. If two triangles have two sides of the one equal to two sides of the other, each to each, and the angles included by those sides equal, prove that the third sides will be equal.
 ABC is an equilateral triangle, and points R , P , Q have been taken in AB , BC , CA respectively, so that $AR=BP=CQ$, and the straight lines AP , BQ , CR have been drawn, and intersect in three points. Show that these three points are equidistant from one another. (12)
5. If one angle of a triangle is greater than another, prove that the side opposite to the greater angle is greater than the side opposite to the less.
If, in AD , the line joining the vertex A of an isosceles triangle ABC to the middle point D of the base BC , a point E is taken, and CE is produced to meet AB in F , then will CE be greater than EF . (10)

6. Define a *parallelogram*, and prove that the opposite sides and angles of a parallelogram are equal.

$ABCD$ is a parallelogram, and through B and D parallel lines BE and DF are drawn, which meet AD and BC in E and F respectively. Also through A and C parallel lines AG and CH are drawn, which meet BC and AD in G and H respectively. If BE and AG intersect in K , and CH and DF intersect in L , prove that $BK = DL$. (8)

7. If a line of constant length moves in such a way that its ends are always on the circumference of a circle, what is the locus of its middle point? What will the locus be if one end is always on the circumference of one circle and the other end on the circumference of a concentric circle? Give reasons for your answers. (12)

8. Prove that the opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

$PABCDQ$ is a semicircle, and $ABCD$ a quadrilateral inscribed in that semicircle. Show that if from any point in PQ perpendiculars are drawn to AB and CD , then the four points of intersection of those perpendiculars with AD and BC , produced if necessary, lie on the circumference of a circle. (10)

9. Show that the angles made by a tangent to a circle with a chord, drawn from the point of contact, are respectively equal to the angles in the alternate segments of the circle.

D, E, F , the points of contact of the inscribed circle of a triangle ABC , have been joined. Show that the difference between the angles DEF and EFD is half the difference between two angles of the triangle ABC . (12)

10. If through any point within a circle chords are drawn, the rectangles contained by their segments are equal to one another. (6)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Elementary Mathematics.—Paper A.

ARITHMETIC AND ALGEBRA (Associateship).

Wednesday, June 23rd, 1909.—Morning, 9 to 12.

Work neatly.

1. Express, in hectares, the area of the land occupied by a railway whose length is $223\frac{1}{2}$ kilometres and average width 17 metres; also calculate the length of that railway, correct to the nearest decametre, which passes through a certain district, assuming that the railway occupies 97 hectares of land in that district and that its average width through that district is 17 metres. [An are is a square decametre.] (6)
2. The number of shares in a certain business is 50, of which A. and B. possess $3\frac{7}{12}$ and $5\frac{3}{4}$ respectively, and C. $\frac{6}{55}$ of the remainder. How many shares does C. possess?
Also, if the profit for a year amounts to 42563 dollars, how much of it, correct to the nearest dollar in each case, should A., B., and C. receive respectively? (10)
3. Assuming that the populations of London, Paris, and Alexandria are 4758200, 2735150, and 376050 respectively, and the birth-rates 25·6, 18·6, and 37·7 per thousand respectively, determine the birth-rate per thousand, correct to the nearest tenth, for the three cities taken together. (10)
4. The public expenditure in a certain Dominion was £8478957 for 1907 and £9064089 for 1908. How much per cent., correct to the nearest tenth, was the latter greater than the former expenditure? and what will be the expenditure for 1909, correct to the nearest thousand pounds, if an increase at the same rate takes place in 1909? (10)
5. Show that the sum of all the numbers which can be formed with any three different significant digits, taken one, two, or three at a time, and written in all possible ways, is always a multiple of 49. (10)
6. Obtain $P^2 - QR$ in terms of a and b , when
$$P = 2a^3 + 5b^3, \quad Q = 2a^3 + 3a^2b - 4ab^2 - b^3,$$
$$R = 2a^3 - 3a^2b + 4ab^2 - b^3.$$
Verify the result when $a = -1$, and $b = 2$. (8)

7. Determine the value of f when

$$x(x+y)a^2 + b(x-y)(ax-by) + fy^2$$

is exactly divisible by $(a+b)x-by$; and find the factors of

(i.) $5x^2+2x-24$, (ii.) $4x^2+12a(x+y)-9y^2+5a^2$. (10)

8. Solve the equations:—

$$(i.) \quad \frac{7}{17}(5x+3)+10 = \frac{21}{25}(7x-16) - \frac{5}{7}(3x-4);$$

$$(ii.) \quad (a+2b)x + (a-2b)y = 4(a^2-b^2)$$

$$6ay-5bx = 12a^2-4ab+5b^2. \quad (12)$$

9. A merchant sold a vessel for 8806 dollars, and the number of dollars he gave for the vessel was 56 times the rate per cent. of his profit. What sum did the merchant give for the vessel? (12)

10. Find how many terms of the series 32, 39, 46, ... must be taken in order that the difference between the sum of those terms and the sum of 31 terms of the series 97, 94, 91, ... may be the least possible, and find the difference.

If the sum of n terms of a geometric series is more than 98 per cent. of the sum of the series to infinity, and the common ratio is $\frac{2}{3}$, what is the smallest value of n ? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LIGHT AND HEAT (Associateship).

Thursday, June 24th, 1909.—Afternoon, 2.15 to 5.15.

Work neatly.

LIGHT.

1. Describe *any one* experiment which would lead you to expect the inverse-square law of illumination to be true. (25)
2. Draw a diagram to show where a plane mirror forms an image of an object placed in front of it. How would you experimentally find the position of the image? (25)
3. With what object is a lens used in *any one* of the following instruments?—(a) a photographic camera, (b) a bull's-eye lantern, (c) a projection lantern. Draw several rays of light to illustrate how the lens acts in the case you select. (25)
4. How would you obtain a spectrum? Describe as carefully as you can the one that would be obtained by your method. (25)

HEAT.

5. What is meant by *specific heat*? How would you prove by experiment that the specific heat of mercury is much smaller than that of water? (25)
6. How would you perform an experiment to show that cold is produced by the evaporation of a liquid? (25)
7. Define *conductivity for heat*. Give *two* examples of very good and *two* of very bad conductors. How would you test which was which? (25)
8. If the coefficient of linear expansion of brass is $\cdot 000019$, how long will a yard measure of brass, correct at $0^{\circ}\text{C}.$, become at $20^{\circ}\text{C}.$? (25)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MECHANICS (Associateship).

Thursday, June 24th, 1909.—Afternoon, 2.15 to 5.15.

Work neatly.

Graphic methods of solution are allowed, unless otherwise stated.

1. If a steamer sails due E. at 12 knots an hour and the wind blows due N. at 5 knots, show, by a diagram, the direction of the line of smoke from the steamer. (24)
2. How is it that iron cannon balls of different sizes, if dropped from a leaning tower at the same instant, reach the ground together? What difference would it make if one of the larger balls were hollow? (28)
3. What is *momentum*, and what *energy*? If a body, whose mass is 60 lb., move from rest under the action of a force producing in the mass an acceleration of 32 in foot-second units, find—
 - (a) the measure of the force;
 - (b) the momentum generated in 4 seconds;
 - (c) the kinetic energy generated in 4 seconds. (28)
4. In a system of pulleys, a small weight of 1 oz. supports a larger weight of 16 oz. How far will the larger weight ascend if the smaller weight descends 8 ft.?
Sketch any system of pulleys which will answer the given conditions. (24)
5. By assuming the Parallelogram of Forces, explain how it is possible to tow a small boat down the middle of a stream by a line from the middle of the boat to the bank. If the tow-line be shortened or lengthened, what changes will be made in the force required to tow the boat? (24)
6. A pole, thicker at one end than the other, is 7 ft. long and weighs 20 lb. When 15 lb. is suspended from the thicker end and 2 lb. from the thinner end, the whole balances about a point 2 ft. from the thicker end. Find the distance of the centre of mass of the pole from the thicker end. (28)
7. Explain how, by means of a hydraulic machine, a small force may exert a great pressure. Describe, in detail, the construction of such a machine. (20)
8. What is the whole pressure (including pressure of the atmosphere) on the four sides of a cubical tank filled with water, the side being 6 ft. in length, the barometer standing at 30 in., and the specific gravity of mercury being 13.6? (24)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NAVIGATION (Associateship).

Friday, June 25th, 1909. — Afternoon, 2 to 4.

No books or tables to be used by candidates.

Work neatly.

1. Define *variation of the compass*.

Given that the true bearing of an object was S. 54° W., the compass bearing W.S.W., and the deviation of the compass $8^{\circ} 30'$ E., find the variation of the compass. (8)

2. When the compass course is known, and the true course is required, state *concisely* how the corrections for leeway, deviation, and variation must be applied.

Correct the following courses:—

Compass Course.	Variation.	Deviation.	Leeway.	Wind.
N. 56° E.	17° E.	11° E.	$\frac{1}{2}$ pt.	S.E.
N. 56° W.	28° E.	6° W.	$\frac{3}{4}$ pt.	S.
S. 34° W.	20° W.	7° W.	$\frac{1}{2}$ pt.	W.N.W.

(20)

3. Express departure in terms of (a) distance and course; (b) difference of latitude and course.

Calculate the course when the difference of latitude is 24 miles, and the distance described is 29 miles between S. and E. (12)

4. How many miles must a ship sail due West from the Cape of Good Hope, latitude $34^{\circ} 20'$ S., longitude $18^{\circ} 30'$ E., in order that she may be on the meridian of Greenwich? (8)

5. A ship sailed from latitude $32^{\circ} 2'$ S., longitude $115^{\circ} 45'$ E., on different courses, until the difference of latitude was 28 miles N. and the departure 111 miles W. Determine, middle latitude sailing, her latitude and longitude in. (14)

6. Find, middle latitude sailing, the true course and distance from A to B.
Lat. A, $22^{\circ} 54'$ S.; Long. A, $43^{\circ} 8'$ W.;
Lat. B, $18^{\circ} 4'$ S.; Long. B, $24^{\circ} 38'$ W. (28)

7. State the rules for finding the course and distance from one place to another by Mercator's sailing. (10)

LOGARITHMS.

Number.	Logarithm.	Angle.	L. Cosine.
24,	3802112.	$20^{\circ} 29'$,	9.9716348.
28,	4471580.	$34^{\circ} 0'$,	9.9185742.
29,	4623980.	$34^{\circ} 20'$,	9.9168593.
111,	0453230.		L. Secant.
1306,	1159432.	$31^{\circ} 48'$,	10.0706359.
9166,	9621799.	$74^{\circ} 25'$,	10.5708299.
10795,	0332226.		L. Tangent.
		$74^{\circ} 25'$,	10.5545648.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Associateship).

Monday, June 28th, 1909.—Morning, 9 to 12.

Work neatly.

PART I.—UNSEEN TRANSLATION.

Translate into English:—

(a) C'était il y a quelques années, dans une grande ville du Nord, capitale d'un royaume qui s'allonge au bord d'une sombre mer.

Le peuple mécontent grondait. La rue devenait houleuse. Le roi, un vieillard faible et doux, avait à défendre la Constitution et le trône, non seulement contre le soulèvement d'en bas, mais plus encore peut-être contre les intrigues de cour, contre les convulsions d'une noblesse affolée d'orgueil, d'ambition et de peur. Ce fut dans ces circonstances critiques que le président du conseil des ministres, homme malade, pusillanime, fléchissant sous le poids des responsabilités trop lourdes et angoissé devant le visage menaçant de l'avenir, vint prier le roi de l'autoriser à se démettre de ses fonctions.

Le souverain, très ému de cette désertion, ne put s'empêcher de la juger sévèrement.

—Comment, monsieur ! C'est au moment où les sujets fidèles doivent se resserrer autour du trône pour le salut de la nation que mon premier ministre m'abandonne !

—Sire, ma santé est profondément atteinte. J'ai besoin de repos... Et je ne me sens pas la force de conserver plus longtemps un pouvoir qui exige aujourd'hui des qualités dont je ne suis plus capable.

—C'est bien. Vous êtes libre.

Il partit, meurtri des dures paroles du monarque, mais ayant au cœur un sentiment de délivrance. Le roi, derrière la fenêtre, regardait la grande place de pierre qui s'étend devant le palais, et, bien que cette place fût déserte, il entendait au-delà les rumeurs de la foule et sentait un vent de tourmente... L'heure était grave... Et, le front contre la vitre, le roi songeait anxieusement. JEAN MADELINE.

(40)

(b) LE BOITEUX, LE BOSSU ET L'AVEUGLE.

"Me voilà vraiment bien loti
Avec ma jambe en raccourci,
Clopin par-là, clopin par-ci,"
Disait certain boiteux. "Or ça ! dame Nature,
N'attendez pas un grand merci ;
Car je fais dans ce monde-ci
Une pénitence assez dure."
—"Eh ! ne suis-je pas, moi, bien joliment bâti ?"
Répondit un bossu passant par aventure :
"Il faut pour m'avoir fait ainsi,
Qu'on se soit trompé de mesure."
Un aveugle les entendant,
Tout aussitôt se mit à dire :
—"Dussé-je aller toujours en clopinant,
Être bossu par derrière et devant,
Ah ! si j'avais un pauvre œil seulement,
Que leurs propos me feraient rire !"
Tel se plaint d'être mal qui serait bien content
S'il songeait qu'on peut être pire.

FLORIAN.
(40)

PART II.—GRAMMAR, &c.

1. Give, in 6 columns, the first person plural of the past indefinite of the indicative (*e.g.*, "nous avons donné"), and of the future of the indicative ; also, first affirmatively, and secondly negatively, the second person singular and plural of the imperative of the *six* following verbs :—*courir, venir, cueillir, plaire, s'en aller, s'asseoir*. (12)
2. (a) Give the feminine of the *eight* following words :—*trompeur, meilleur, bienfaiteur, acheteur, enchanteur, serviteur, leur, complet*.
(b) Give the masculine of the *eight* following words :—*précieuse, menteuse, chanteuse, creuse, neuve, honnête, secrète, habile*. (4)
3. Translate into French :—They have dressed.
(a) Make up *four* short sentences, using the same tense in the plural and bringing in *four* verbs which, like the above, are neuter in English and reflexive in French. (8)
4. Translate into French :—The government do their duty.
Give the rule concerning collective words in French, with instances. (8)
5. Translate into French :—
(a) Whom have you seen ?
(b) Are they rich ?—Yes, they are.
(c) Give me some.
(d) Tell me what you know.
(e) I like the sea so much !
(f) I live in France, in Paris. (12)

6. Translate into French :—

- (a) By walking quickly, we shall just catch the train.
- (b) Surely he must be ready now; he ought to have been ready a quarter of an hour ago.
- (c) They had just arrived when the band struck up.
- (d) Whatever you may think, do not laugh at what you do not understand. (16)

PART III.—TRANSLATION INTO FRENCH.

Translate into French :—

PRECOCIOUS ENERGY.

King Frederick was very fond of children, and allowed the sons of the prince-royal to enter his apartments whenever they pleased. One day, when he was working in his study, the elder of the two young princes was playing at shuttlecock near him. The shuttlecock fell on the king's table; he picked it up and threw it to the child and then went on writing.

The little prince continued his game, and again the shuttlecock fell on the king's table; again the king threw it back, this time giving a stern look to the young player, who promised that it should not happen again. Before very long, however, the shuttlecock fell for the third time on the paper on which the king was writing; this time, the king took the shuttlecock and put it in his pocket.

The little prince humbly asked for the shuttlecock, but the king refused to give it to him. He persisted in his entreaties, to which, however, the king paid no attention. At last, tired of begging, the little prince advanced proudly towards the king, and, putting his arms akimbo, said with a threatening air: "I ask your Majesty if you will give me back my shuttlecock, or not."

The king began to laugh, and, drawing the shuttlecock from his pocket, gave it to the boy, saying: "Thou art a brave lad; they will not take Silesia away from thee." (60)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Associateship).

Friday, June 25th, 1909.—Morning, 9 to 12.

Work neatly.

PART I.—TRANSLATION INTO ENGLISH.

**(A) For those only who are examined in Cicero,
"De Senectute."**

Translate into English THREE, and THREE ONLY, of the following passages:—

1. Cyrus quidem apud Xenophontem eo sermone, quem moriens habuit, cum admodum senex esset, negat se umquam sensisse senectutem suam imbecillio rem factam, quam adolescentia fuisset. Ego L. Metellum memini puer,—qui cum quadriennio post alterum consulatum pontifex maximus factus esset, viginti et duos annos ei sacerdotio prae fuit,—ita bonis esse viribus extremo tempore aetatis, ut adolescentiam non requireret. Nihil necesse est mihi de me ipso dicere: quamquam est id quidem senile, aetatique nostrae conceditur.

Compare *senex*; parse *factus esset*; explain the construction of *viribus*. (25)

2. Lysandrum Lacedaemonium, cuius modo mentionem feci, dicere aiunt solitum, Lacedaemone esse honestissimum domicilium senectutis. Nusquam enim tantum tribuitur aetati, nusquam est senectus honoratior. Quin enim memoriae proditum est, cum Athenis, ludis, quidam in theatrum grandis natu venisset, in magno consessu locum nusquam ei datum a suis civibus; cum autem ad Lacedaemonios accessisset, qui, legati cum essent, certo in loco considerant, consurrexisse omnes, et senem illum sessum recepisse. Quibus cum a cuncto consessu plausus esset multiplex datus, dixisse ex iis quemdam, Athenienses scire, quae recta essent, sed facere nolle.

Explain the construction of *ludis*, and of *dixisse*; parse *sessum*.

(25)

3. PATRIOTISM.

In legibus Solonis illis antiquissimis, quae Athenis axibus ligneis incisae sunt, quasque latas ab eo Athenienses, ut sempiternae manerent, poenis et religionibus sanxerunt, legem esse Aristoteles refert scriptam ad hanc sententiam: "Si ob discordiam discessio populi in duas partes fiet, et ob eam causam irritatis animis utrimque arma capientur pugnabiturque, tum qui in eo casu civilis discordiae non alterutri parti sese adiunxerit, sed separatus a communi malo civitatis secesserit, is domo, patria fortunisque omnibus careto, exul extorrisque esto."

axis, a board. *extorris*, banished.

Explain the construction of *Athenis*; parse *latas* and *fiet*. (30)

4. DIDO CHIDES AENEAS.

Te lapis et montes innataque rupibus altis
 Robora, te saevae progenere ferae,
 Aut mare, quale vides agitari nunc quoque ventis:
 Quo tamen adversis fluctibus ire paras.
 Quo fugis? obstat hiemps! Hiemis mihi gratia prosit.
 Aspice, ut eversas concitet eurus aquas.
 Quod tibi malueram, sine me debere procellis:
 Iustior est animo ventus et unda tuo.
 Non ego sum tanti,—quid non tu reris inique?
 Ut pereas, dum me per freta longa fugis.

Account for the use of each subjunctive mood in this passage.

(30)

5. WINTER WARFARE.

Cum spes maior imperatoribus Romanis in obsidione quam in oppugnatione esset, hibernacula etiam — res nova militi Romano — aedificari coepta, consiliumque erat hiemando continuare bellum. Quod postquam tribunis plebis iam diu nullam novandi res causam invenientibus Romam est allatum, in concionem prosiliunt, sollicitant plebis animos, hoc illud esse dictitantes, quod aera militibus sint constituta! nec se fefellisse, id donum inimicorum veneno illitum fore: venisse libertatem plebis.

novare res, to revolutionize the constitution. *illitum*, tintured.

venisse, from *vēneo*.

Parse *coepta*; compare *diu*; explain the construction of *est allatum*. (30)

(B) For those only who are examined in Virgil's "Aeneid,"
 Book I.

Translate into English THREE, and THREE ONLY, of the following passages:—

Huc septem Aeneas collectis navibus omni
 Ex numero subit: ac, magno telluris amore
 Egressi, optata potiuntur Troës arena,
 Et sale tabentes artus in litore ponunt.
 Ac primum silici scintillam excudit Achates,
 Suscepitque ignem foliis, atque arida circum
 Nutrimenta dedit, rapuitque in fomite flammam.
 Tum Cererem corruptam undis, Cerealiaque arma,
 Expediunt fessi rerum; frugesque receptas
 Et torrere parant flammis, et frangere saxo.

Explain the construction of *navibus* and of *rerum*; parse *excudit*.

(25)

2. Postquam introgressi, et coram data copia fandi,
 Maximus Ilioneus placido sic pectore coepit:
 O regina, novam cui condere Iupiter urbem,
 Iustitiaque dedit gentes frenare superbas!

Troës te miseri, ventis maria omnia vecti,
Oramus : prohibe infandos a navibus ignes ;
Parce pio generi, et propius res adspice nostras.
Non nos aut ferro Libycos popolare penates
Venimus, aut raptas ad litora vertere praedas :
Non ea vis animo, nec tanta superbia victis.

Parse *introgressi* ; compare *novam* ; comment on the construction of *populare*. (25)

3. PATRIOTISM.

In legibus Solonis illis antiquissimis, quae Athenis axibus ligneis incisae sunt, quasque latas ab eo Athenienses, ut sempiternae manerent, poenis et religionibus sanxerunt, legem esse Aristoteles refert scriptam ad hanc sententiam : “ Si ob discordiam discessio populi in duas partes fiet, et ob eam causam irritatis animis utrimque arma capientur pugnabiturque, tum qui in eo casu civilis discordiae non alterutri parti sese adiunxerit, sed separatus a communi malo civitatis secesserit, is domo, patria fortunisque omnibus careto, exul extorrisque esto.”

axis, a board. *extorris*, banished.

Explain the construction of *Athenis* ; parse *latas* and *fiet*. (30)

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Quo fugis ? obstat hiemps ! Hiemis mihi gratia prosit.
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Iustior est animo ventus et unda tuo.
Non ego sum tanti,—quid non tu reris inique ?
Ut pereas, dum me per freta longa fugis.

Account for the use of each subjunctive mood in this passage. (30)

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novare res, to revolutionize the constitution. *illitum*, tintured
venisse, from *vêneo*.

Parse *coepta* ; compare *diu* ; explain the construction of *est allatum*. (30)

PART II.—GRAMMAR, &c.

1. Decline, in the singular, *foedus, sors, par, alteruter*; in the plural, *spes, aequor, ambo, tu*.
2. Decline together, in the singular, *acris acus, velox ingenium, egregius vir*; also, *Dido, poema, Lacedaemon*. Write down the masculine patronymics from *Atreus, Atlas*; and the feminine from *Nereus, Tantalus*.
3. Compare *acer, ferox, posterus, dives, inferior, nequam*; also, the adverbs of *tutus, felix, aeger, citus*. Give the English of *triceni, tercenii, novies, nonagies*; and the Latin for—*three apples apiece, three thousand paces, five hundred and fifty-five foot-soldiers, the seventeenth hour*.
4. Parse, giving the principal parts of verbs, and the nominative and genitive singular and the gender of nouns—*celarat, frangere, aera, aëra, reliquere, victis, victu, Dis, morere, morere, cubitum* (verb), *sepi*. Write out the imperative of *abeo*; the imperfect subjunctive of *potior*; also the nominative singular of the future participles of *orior, ordior*.
5. Explain, and illustrate each by two examples in Latin, *double accusative, predicative dative, gerundival attraction, historic infinitive*.
6. Translate the following sentences, and explain the construction of the words italicized :—
 - (a) *Pugnatum est sexto Idus Martias*.
 - (b) *E civitate eiectus Argos habitatum concessit*.
 - (c) *Neque sui colligendi hostibus facultatem relinquunt*.
 - (d) *Ille mihi de te multa rogatus abit*.
 - (e) *Pecuniae an famae minus parceret, haud facile discerneres*.
(50)

PART III.—TRANSLATION INTO LATIN.

- (a) The prisoners were ransomed at eighteen denarii apiece.
- (b) At the age of twenty-four he was at the head (*praesesse*) of the state.
- (c) Do not think you are-at-liberty (*use licere*) to hide these things from your father.
- (d) I am persuaded that he values his life at nothing.
- (e) The town had been amply provisioned a fortnight before the siege began.
- f) Had I the opportunity, I should go to Athens to study philosophy.
- (g) He replied that he hoped to come to his assistance at once.
- (h) A census was held for three days to ascertain what forces Rome possessed.
(60)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GREEK (Associateship).

Monday, June 28th, 1909.—Afternoon, 2 to 5.

Work neatly.

PART I.—TRANSLATION INTO ENGLISH.

(A) For those only who are examined in Xenophon's
"Anabasis," Book II.

Translate into English THREE, and THREE ONLY, of the following passages:—

1. Πρὸς ταῦτα μεταστάντες οἱ Ἕλληνες ἐβουλεύοντο· καὶ ἀπεκρίναντο, Κλέαρχος δ' ἔλεγεν· Ἡμεῖς οὔτε συνήλθομεν ὡς βασιλεῖ πολεμήσοντες οὐτ' ἐπορευόμεθα ἐπὶ βασιλείᾳ, ἀλλὰ πολλὰς προφάσεις Κῦρος ἠύρισκεν, ὡς καὶ σὺ εἶ οἶσθα, ἵνα ὑμᾶς τε ἀπαρασκεύους λάβοι καὶ ἡμᾶς ἐνθάδε ἀναγάγοι. ἐπεὶ μέντοι ἤδη αὐτὸν ἐωρῶμεν ἐν δεινῷ ὄντα, ῥησύνθημεν καὶ θεοὺς καὶ ἀνθρώπους προδοῦναι αὐτὸν, ἐν τῷ πρόσθεν χρόνῳ παρέχοντες ἡμᾶς αὐτοὺς εὖ ποιεῖν. ἐπεὶ δὲ Κῦρος τέθηκεν, οὔτε βασιλεῖ ἀντιποιούμεθα τῆς ἀρχῆς οὐτ' ἔστιν ὅτου ἕνεκα βουλοίμεθ' ἂν τὴν βασιλέως χώραν κακῶς ποιεῖν, οὐδ' αὐτὸν ἀποκτείνειν ἂν ἐθέλομεν, πορευόμεθα δ' οἴκαδε, εἴ τις ἡμᾶς μὴ λυπεῖ τι· ἀδικούντας μέντοι πειρασόμεθα σὺν τοῖς θεοῖς ἀμύνασθαι· ἐὰν μέντοι τις ἡμᾶς καὶ εὖ ποιῶν ὑπάρχῃ, καὶ τούτου εἰς γε δύναμιν οὐχ ἡττησόμεθα εὖ ποιοῦντες. (25)
2. Εἰ γὰρ ὑμᾶς ἐβουλόμεθα ἀπολέσαι, πότερά σοι δοκοῦμεν ἱππέων πλήθους ἀπορεῖν ἢ πεζῶν ἢ ὀπλίσεως ἐν ἧ ὑμᾶς μὲν βλάπτειν ἱκανοὶ εἴημεν ἂν, ἀντιπάσχειν δὲ οὐδεὶς κίνδυνος; ἀλλὰ χωρίων ἐπιτηδείων ὑμῖν ἐπιτίθεσθαι ἀπορεῖν ἂν σοι δοκοῦμεν; οὐ τοσαῦτα μὲν πεδία, ἃ ὑμεῖς φίλια ὄντα σὺν πολλῷ πόνῳ διαπορεύεσθε, τοσαῦτα δὲ ὄρη ὁρᾶτε ὑμῖν ὄντα πορευτέα, ἃ ἡμῖν ἔξεστι προκαταλαβοῦσιν ἄπορα ὑμῖν παρέχειν, τοσοῦτοι δ' εἰσὶ ποταμοὶ ἐφ' ὧν ἔξεστιν ἡμῖν ταμιεύεσθαι ὁπόσοις ἂν ὑμῶν βουλόμεθα μάχεσθαι; εἰσὶ δ' αὐτῶν οὓς οὐδ' ἂν παντάπασιν διαβαίητε, εἰ μὴ ἡμεῖς ὑμᾶς διαπορεύοιμεν. (25)
3. Δεκάτῳ δὲ ἔτει μετ' αὐτὴν αὖθις ὁ βάρβαρος τῷ μεγάλῳ στόλῳ ἐπὶ τὴν Ἑλλάδα δουλωσόμενος ἦλθε. καὶ μεγάλου κινδύνου ἐπικρεμασθέντος οἱ τε Δακεδαίμονιοι τῶν ξυμπολεμησάντων Ἑλλήνων ἡγήσαντο, δυνάμει προὔχοντες, καὶ οἱ Ἀθηναῖοι ἐπιόντων τῶν Μήδων διανοηθέντες ἐκλιπεῖν τὴν πόλιν καὶ ἀνασκευασάμενοι, ἐς τὰς ναὺς ἐμβάντες, ναυτικοὶ ἐγένοντο. κοινῇ τε ἀπωσάμενοι τὸν βάρβαρον, ὕστερον οὐ πολλῷ διεκρίθησαν πρὸς τε Ἀθηναίους καὶ Δακεδαimoniούς οἱ τε ἀποστάντες βασιλέως Ἑλλήνες καὶ οἱ ξυμπολεμήσαντες. δυνάμει γὰρ ταῦτα μέγιστα διεφάνη· ἰσχυρὸν γὰρ οἱ μὲν κατὰ γῆν, οἱ δὲ ναυσίν. (30)
4. Οὐκ ἔστι θνητῶν ὅστις ἔστ' ἐλεύθερος· ἢ χρημάτων γὰρ δοῦλός ἐστιν ἢ τύχης, ἢ πλήθος αὐτὸν πόλεος ἢ νόμων γραφαὶ εἰργουσι χρῆσθαι μὴ κατὰ γνώμην τρόποις. ἐπεὶ δὲ ταρβείς τῷ τ' ὅχλῳ πλέον νέμεις, ἐγὼ σε θήσω τοῦδ' ἐλευθερον φόβου. (30)

5. Λαβὼν ἐπὶ τὰ τῶν ἐταίρων ἐβαδίζον ἐς τὴν ὕλην περισκέψασθαι τὰ πάντα βουλόμενος. οὐπω δὲ ὅλους πέντε διελθὼν σταδίους, εὔρον ἱερὸν Ποσειδῶνος, ὡς ἐδήλου ἢ ἐπιγραφῇ, καὶ μετ' οὐ πολὺ, καὶ τάφους πολλούς, καὶ στήλας ἐπ' αὐτῶν, πλησίον τε πηγῇ ὕδατος διαυγοῦς· ἔτι δὲ καὶ κυνὸς ὑλακὴν ἠκούσαμεν, καὶ καπνὸς ἐφαίνετο πόρρωθεν.

(30)

(B) For those only who are examined in Euripides'
"Alcestis," 1-740.

Translate into English THREE, and THREE ONLY, of the following passages:—

1. Ἡ μὲν σὺ παύσει καίπερ ὦμος ὧν ἄγαν τοῖος Φέρητος εἴσι πρὸς δόμους ἀνὴρ, Εὐρυσθέως πέμπαντος ἵππειον μέτα ὄχημα Θρηκῆς ἐκ τόπων δυσχειμέρων, ὃς δὴ ξενωθείς τοῖσδ' ἐν Ἀδμήτῳ δόμοις βία γυναικα τήνδε σ' ἐξαιρήσεται. κοῦθ' ἢ παρ' ἡμῶν σοι γενήσεται χάρις δράσεις θ' ὁμοίως ταῦτ', ἀπεχθήσει τ' ἐμοί.

(25)

2. XO. Τί δρᾷς; τοσαύτης ξυμφορᾶς προκειμένης, Ἀδμήτε, τολμᾷς ξενοδοχεῖν; τί μῶρος εἶ;

- AD. ἀλλ' εἰ δόμων σφε καὶ πόλεως ἀπήλασα ξένον μολόντα, μᾶλλον ἂν μ' ἐπὶ νησας; οὐ δῆτ', ἐπεὶ μοι ξυμφορὰ μὲν οὐδὲν ἂν μείων ἐγίγνεται, ἀξενώτερος δ' ἐγώ. καὶ πρὸς κακοῖσιν ἄλλο τοῦτ' ἂν ᾦν κακὸν, δόμους καλεῖσθαι τοὺς ἐμοὺς κακοξένους. αὐτὸς δ' ἀρίστου τοῦδε τυγχάνω ξένου, ὅτανπερ Ἀργεὺς διψίαν ἔλθω χθόνα.

(25)

3. Δεκάτῳ δὲ ἔτει μετ' αὐτὴν αὖθις ὁ βάρβαρος τῷ μεγάλῳ στόλῳ ἐπὶ τὴν Ἑλλάδα δουλωσόμενος ἦλθε. καὶ μεγάλου κινδύνου ἐπικρεμασθέντος οἱ τε Λακεδαιμόνιοι τῶν ξυμπολεμησάντων Ἑλλήνων ἠγήσαντο, δυνάμει προὔχοντες, καὶ οἱ Ἀθηναῖοι ἐπιόντων τῶν Μήδων διανοηθέντες ἐκλιπεῖν τὴν πόλιν καὶ ἀνασκευασάμενοι, ἐς τὰς ναῦς ἐμβάντες, ναυτικοὶ ἐγένοντο. κοινῇ τε ἀποσάμενοι τὸν βάρβαρον, ὕστερον οὐ πολλῷ διεκρίθησαν πρὸς τε Ἀθηναίους καὶ Λακεδαιμονίους οἱ τε ἀποστάντες βασιλεύς Ἑλλήνες καὶ οἱ ξυμπολεμήσαντες. δυνάμει γὰρ ταῦτα μέγιστα διεφάνη· ἴσχυον γὰρ οἱ μὲν κατὰ γῆν, οἱ δὲ ναυσίν.

(30)

4. Οὐκ ἔστι θνητῶν ὅστις ἔστ' ἐλεύθερος· ἢ χρημάτων γὰρ δοῦλός ἐστιν ἢ τύχης, ἢ πλήθος αὐτὸν πόλεος ἢ νόμων γραφαὶ εἴργουσι χρῆσθαι μὴ κατὰ γνώμην τρόποις. ἐπεὶ δὲ ταρβείς τῷ τ' ὄχλῳ πλέον νέμεις, ἐγὼ σε θήσω τοῦδ' ἐλευθερον φόβου.

(30)

5. Λαβὼν ἐπὶ τὰ τῶν ἐταίρων ἐβαδίζον ἐς τὴν ὕλην περισκέψασθαι τὰ πάντα βουλόμενος. οὐπω δὲ ὅλους πέντε διελθὼν σταδίους, εὔρον ἱερὸν Ποσειδῶνος, ὡς ἐδήλου ἢ ἐπιγραφῇ, καὶ μετ' οὐ πολὺ, καὶ τάφους πολλούς, καὶ στήλας ἐπ' αὐτῶν, πλησίον τε πηγῇ ὕδατος διαυγοῦς· ἔτι δὲ καὶ κυνὸς ὑλακὴν ἠκούσαμεν, καὶ καπνὸς ἐφαίνετο πόρρωθεν.

(30)

PART II.—GRAMMAR, &c.

1. Decline *πατήρ* and *μήτηρ*; compare *αἰσχυρός* and *ἀσφαλής*; and distinguish between *αὐτός*, *ὅδε*, and *ἐκείνος*. How is the reflexive pronoun expressed in Greek? (6)
2. Give the future active (first person singular) of *ἔχω*, *ἵστημι*, *τυγχάνω*, *τρέφω*, and the aorist active (first person singular) of *σπείρω*, *στέλλω*, *τρέχω*. Give the whole of the aorist (active) in use of *δίδωμι*. (6)
3. What is the *aorist* tense? What is the difference between *first* and *second* aorist? Illustrate from Latin and English. (9)
4. What is the usage of the Middle Voice? Illustrate by examples. (9)
5. Illustrate, by examples, the usage of the prepositions *παρά* and *πρός*, and of adverbs as adjectives. (10)
6. Explain, with instances, *partitive genitive*, *Attic attraction*, *reduplication*, *augment*. (10)

PART III.—TRANSLATION INTO GREEK.

1. He was wise in council, but useless in war. (6)
2. What shall we profit either ourselves or our city if you take away our arms? (8)
3. He set up an image (*εἰκών*) of himself in the city. (6)
4. He said that he had been most righteous with regard both to his friends and his enemies. (Use the word that expresses *private* enmity.) (10)
5. He crossed the river in ships while the enemy was watching the ford (*πόρος*). (10)
6. Do not injure this man, for he has rendered many benefits (*εὐεργετώ*) to the State. (10)
7. He promised many things to his friends, but performed very little. (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

CHEMISTRY (Associateship).

Friday, June 25th, 1909.—Afternoon, 2 to 5.

Work neatly.

1. State all that may be properly inferred from the equation—
$$2\text{H}_2 + \text{O}_2 = 2\text{H}_2\text{O}. \quad (28)$$
2. What are the objects in view when a liquid is distilled? Sketch an apparatus such as you would use if you were required to prepare from river water a small quantity of distilled water. (28)
3. How is the composition of water by weight determined? Describe the apparatus used. (28)
4. How would you show that ammonia consists of hydrogen and nitrogen, and that it contains no other element? (29)
5. Describe the preparation of sulphur dioxide gas. How would you liquefy the gas thus obtained, and how would you determine the boiling-point of the liquid? (29)
6. What is an *allotrope*? In your answer, refer briefly to the allotropes of oxygen, sulphur, and phosphorus. (29)
7. What is meant by saying that marsh gas is a saturated compound, and that ethylene is an unsaturated compound of carbon and hydrogen? Describe experiments you would make in confirmation of your explanation. (29)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Associateship).

Friday, June 25th, 1909.—Afternoon, 5.15 to 6.

Ten minutes for dictation. Thirty minutes for transcription.

The following passages will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each quarter of a minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

Three passages will be dictated: the first at about 50 words a minute, the second at about 80 words a minute, and the third at about 100 words a minute. Candidates will take down all three passages, and their shorthand notes will be submitted to the Examiner; but they will transcribe only two, and they may choose which two, remembering that accuracy is of the first importance, and without it the higher speed will not receive any more marks. No candidate can obtain full marks in Shorthand unless the fastest speed is transcribed.

(175 words, to be read in $3\frac{1}{2}$ minutes.)

1 Truly it is a mortifying thing for your conqueror to reflect how
perishable / is the metal which he hammers with such violence;
how the kind / earth will soon shroud up his footprints; and all
that he achieved / and skilfully piled together will be like his own
canvas city of / a camp—this evening loud with life—to-morrow all
struck and vanished, a / few earth pits and heaps of straw! for here
it always continues / true that the deepest force is the stillest; that,
as in the fable, / the mild shining of the sun shall silently accom-
plish what the fierce / blustering of the tempest had in vain essayed.
Not by material but by / moral power are men and their actions
governed. How noiseless is thought! / No rolling of drums, no
tramp of squadrons, or immeasurable tumult of baggage / wagons,
attends its movements. The time may come when Napoleon himself
will / be better known for his laws than his battles; and the victory
of / Waterloo prove less momentous than the opening of the first
mechanics' institute. /

(260 words, to be read in $3\frac{1}{4}$ minutes.)

1 It is now sixteen or seventeen years since I saw the Queen of
France at Versailles; and surely never lighted / on this orb, which
she hardly seemed to touch, a more delightful vision. I saw her
just above the horizon, / decorating and cheering the elevated sphere
she just began to move in—glittering like the morning star, full of
life, / and splendour and joy. Little did I dream, when she added

1 titles of veneration to those of enthusiastic, distant, respectful / love,
 $\frac{1}{4}$ that she should ever be obliged to carry the sharp antidote against
 $\frac{1}{2}$ disgrace concealed in that bosom; little did / I dream that I should
 $\frac{3}{4}$ have lived to see such disasters fallen upon her in a nation of gallant
 2 men, / in a nation of men of honour, and of cavaliers. I thought
 $\frac{1}{4}$ ten thousand swords must have leaped from their / scabbards to
 $\frac{1}{2}$ avenge even a look that threatened her with insult. But the age of
 $\frac{3}{4}$ chivalry is gone. Never, never / more shall we behold that generous
 3 loyalty to rank and sex, that proud submission, that dignified
 $\frac{1}{4}$ obedience, that subordination of / the heart, which kept alive, even
 $\frac{1}{2}$ in servitude itself, the spirit of an exalted freedom. The unbought
 $\frac{3}{4}$ grace of life, / the cheap defence of nations, the nurse of manly
 3 sentiment and heroic enterprise is gone. It is gone, that sensibility /
 $\frac{1}{4}$ of principle, that chastity of honour, which felt a stain like a wound,
 3 which inspired courage whilst it mitigated ferocity, / which ennobled
 $\frac{1}{4}$ whatever it touched, and under which even vice itself lost half its
 3 evil by losing all its grossness. /

(325 words, to be read in $3\frac{1}{4}$ minutes.)

There are two points bearing upon this question—the one a
 $\frac{1}{4}$ matter of fact, and the other a matter of judgment—upon which it
 $\frac{1}{2}$ may / be reasonably supposed there will be a general concurrence
 $\frac{3}{4}$ of opinion. With regard to the matter of fact, there is no doubt
 1 that those who / sit on the other side may be said to be unanimous
 $\frac{1}{4}$ in deprecating at the present time—and certainly, as far as the
 $\frac{1}{2}$ argument of / the honourable gentlemen, and the reception of that
 $\frac{3}{4}$ argument, afforded an indication, at any time—the extension of the
 1 franchise. I do not attempt to / conceal or deny, on the other hand,
 $\frac{1}{4}$ that the other great party in the country is not unanimous on the
 $\frac{1}{2}$ subject. No small number of / those who profess liberal opinions
 $\frac{3}{4}$ are indifferent, some may be even averse, to any change such as is
 2 proposed by the Bill, from a ten-/ pound to a six-pound franchise in
 $\frac{1}{4}$ towns. The second point, upon which I think all parties are agreed,
 $\frac{1}{2}$ is this: that at the present / period, and in a state of opinion such
 $\frac{3}{4}$ as now subsists, it would not be advisable. I might even say it
 2 would not be justifiable / for the Government of the Queen, how-
 $\frac{1}{4}$ ever it might be composed, to submit a measure on this subject to
 $\frac{1}{2}$ Parliament. Under these circumstances, and with / these admissions
 $\frac{3}{4}$ freely made, the question we have before us for to-day is this:
 3 what course ought we to take on the motion of my / honourable
 $\frac{1}{4}$ friend, having regard to the amendment which has been moved in
 $\frac{1}{2}$ favour of postponement? My honourable friend, without communi-
 $\frac{3}{4}$ cation with the Government, and acting, / as far as I am aware,
 3 entirely in the exercise of his own discretion, has brought his pro-
 $\frac{1}{4}$ posal before us as a subject for discussion. / It may be said that the
 3 motion does no more than embody the admissions that this is not a
 $\frac{1}{4}$ period to deal with this question. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Associateship).

Friday, June 25th, 1909. — Morning, 9 to 11.

Work neatly.

1. What are the signs of mental overwork? Show how these signs are dependent on the activity of the central nervous system. (20)
2. What are the differences between *hard* and *soft* water? Give, with reasons, their respective advantages or disadvantages (*a*) for drinking, (*b*) for laundry purposes. (20)
3. Compare the relative values of steam-heating and of the open fire for the heating of dwellings. Compare also the relative efficiency of these two methods in any other respects which seem to you to bear on health. (10)
4. How should cow's milk be treated before it is given to an infant deprived of his mother's milk? What is there in the composition of milk to make it so good a food for infants? (20)
5. Compare and contrast the functions of *kidneys*, *lungs*, and *skin*. (20)
6. Exercise and sleep are sometimes said to serve the same purpose in the recuperation of the body. Discuss this statement. (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

THEORY AND PRACTICE OF EDUCATION

(Associateship).

Friday, June 25th, 1909.—Morning, 10.30 to 1.

Work neatly.

Answer SIX questions only: TWO from each Section—A, B, and C.

N.B.—Question 10 must be taken by all candidates.

A.

1. What is the exact difference between *perception* and *conception*? Which of them do you think comes first in our experience? Say why you think so. (15)
2. Explain why it is that the work of the *imagination* is so often regarded with suspicion by teachers, while the work of the *memory* is highly valued. (15)
3. State the precise meaning you attach to the term *judgment*, and illustrate your meaning by giving an example of judgment in any school lesson. (15)

B.

4. Which do you prefer for the physical training of your pupils—drill or gymnastics? Give reasons for your choice. (15)
5. From what you have learnt of the physiology of the eye, mention any *three* defects in school books that are injurious to the eyesight of pupils. (15)
6. Mention some of the causes of headaches among your pupils, and say which of these causes lie within the control of the teacher. (15)

C.

7. In teaching such a subject as English Grammar, show how you would deal with "rules" and "exceptions." (15)
8. What distinction do you draw between *lecturing* and *teaching*? Say what place you would give to each in the work of a school, and illustrate by reference to the teaching of History or Natural Science. (15)

9. Answer *one* of the following:—

- (a) At what stage in the teaching of Arithmetic would you introduce decimal fractions? Show how you would make clear to your pupils the connexion between vulgar and decimal fractions. (15)

OR

- (b) State precisely what use you would make of maps in the teaching of Geography. Do not confine your answer to wall maps. (15)

10. Draw up full Notes of a Lesson on any *one* of the following subjects:—

- (a) Compound Sentences.
(b) The Productions of Newfoundland.
(c) The Pilgrim's Progress.
(d) Classification of the various kinds of Leaves.

State the time you expect the Lesson to occupy, the size of class, the average age of the pupils, and the previous knowledge you assume they have of the subject of your Lesson. (25)





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CONTENTS.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND	3
REPORTS OF EXAMINERS, 1910	5
SCHOLARSHIP AND PRIZE LIST:—	
Associate Grade	29
Intermediate Grade	29
Preliminary Grade	31
PASS LISTS:—	
Associate Grade	34
Intermediate Grade	35
Preliminary Grade	41
Primary Certificate Examination	53
DISTINCTION LISTS:—	
Associate Grade	64
Intermediate Grade	66
Preliminary Grade	75
LIST OF CANDIDATES TO WHOM ASSOCIATE DIPLOMAS HAVE BEEN AWARDED	86
NAMES OF CENTRES AT WHICH CANDIDATES SAT	94
SYNOPSIS OF RESULTS:—	
Table I	95
Table II	96
Table III	96
Table IV	97

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EXAMINERS' REPORTS.

Associate Grade.

ENGLISH.

The composition again reached a fairly high standard, though there was, as last year, a want of definiteness and accuracy in the treatment of historical subjects. The answers to Questions 2 and 3 showed good knowledge of formal grammar. The *précis* and the paraphrase were, on the whole, well done, though in the case of the former the wording of the original was too freely used.

ENGLISH LITERATURE.

There were great differences in the quality of the answers. In many cases it was evident that the notes and introductions of the text-books had been more carefully studied than the text itself. Some candidates wasted valuable time in copying the quotations in Question 1, and others by wandering beyond the scope of the questions set.

ENGLISH HISTORY (A.D. 1485-1901).

The papers varied a good deal in merit. Nearly 30 per cent. failed, and of these a good many failed badly, in some cases through not understanding or not attending to the questions. The majority—about 70 per cent.—did well; their answers were full and generally correct, showing careful study and, in many cases, considerable power of thought. About 8 per cent. obtained the mark of Distinction.

GEOGRAPHY.

Although the answers this year showed a slight improvement, especially in regard to the principles and fundamental phenomena of

the science, 50 per cent. of the candidates obtained only the bare pass-mark, and their knowledge was slight and superficial, indicating defective teaching.

ARITHMETIC AND ALGEBRA.

On the whole satisfactory, but the answers to the questions in Algebra seemed to show that a considerable number of the candidates possessed little more than a mechanical knowledge of the elements of the subject.

GEOMETRY.

A number of unsatisfactory, followed by a much larger number of thoroughly satisfactory, papers. The latter showed much improvement in style. No explanations are needed in the answers to "Practical" questions, but the construction lines might, in most cases, be more clearly shown. Many imperfect answers were given to Question 4 (i) and Question 8 (i).

NAVIGATION.

Fairly satisfactory.

FRENCH.

The translation of the French pieces was not well done on the whole, few getting the sense and very few writing in good English. Most thought *Chimène* a man, though "Le Cid" is one of the master-pieces of French literature. The least satisfactory part in the whole set of papers was the translation into French; the vocabulary was weak, words were very frequently invented, and the concords were poor: only half the candidates obtained the pass-minimum for this question. Memorizing passages of standard authors of poetry or prose, and constant practice in free composition or translation, would be found very useful. The verbs were better known than last year, but many candidates did not know them properly. The rest of the grammar questions were well answered on the whole.

LATIN.

The work, almost in every case, was excellent. The translation of the set books was, generally, faithful and in good English, though there was, in a few cases, a tendency to paraphrase and to omit words

that did not seem essential to the sense, but not to the same extent as last year. The Unseen, on the whole, was very satisfactory, and the Grammar was fair. The Composition was surprisingly good, many being very successful with the passage for *oratio obliqua*.

LIGHT AND HEAT.

The work of the candidates was of very fair quality, two out of the four receiving 55 per cent. or over. The question on Short-sightedness (No. 4) was not successfully answered, a result which suggests that teachers should be asked to give attention to such common things as spectacles and their general properties. A repetition of a bad misunderstanding in regard to the expansion of water (Question 6) suggests that the teachers have not employed diagrams in explaining this subject; more attention might be given to it, as it is an important one. Teachers should also note that pupils require to be very carefully warned that the lower fixed point of a thermometer is not determined by putting it into a freezing mixture.

CHEMISTRY.

A very satisfactory standard was shown. The papers afforded evidence that the work had been conducted on practical lines.

HYGIENE.

The papers were, on the whole, only mediocre. Some were good, but many of them were lacking in thoroughness, and diffuse in style. Candidates should cultivate greater conciseness of expression.

SHORTHAND.

The papers showed that the abbreviations had been carefully studied, but in some cases faulty transcription occurred through the use of unfamiliar phraseograms and the almost complete absence of punctuation.


THEORY AND PRACTICE OF EDUCATION.

In Section A the average mark was considerably higher than in previous years. There was distinct improvement in the substance of

the answers, but little or no improvement in the language and style. In the answers to No. 1 observation was often restricted to sight, the courses proposed as suitable for training in observation were often unsystematic in procedure, and indiscriminating, both as to the material to be used and the age of the children who were to use it. The definitions in No. 2 were often loose and inadequate. In Section B, Nos. 5 and 6 were commonly well done. The inferior success of the answers to No. 4 was due either to vague knowledge of the chemical changes involved in respiration or to the needless insertion of modes of ventilation. In Section C the Notes of Lessons on the discovery of the North Pole were the best, but in most of these, and virtually in all the rest, there were serious defects. Matter and method were often confused, there was little or no indication of the work intended to be done by the pupils, the various steps in the lessons were often trivial or disjointed, apparatus—*e.g.*, maps, pictures, models—were mentioned as requisite at the head of the lesson and totally ignored in the course of it. In the answers to No. 7, “telling” seemed to be despised, and was to be used only as the last shift of despair. This may be true in teaching Grammar—the subject usually chosen for illustration—in which the need is to get the children to analyse and re-organise the material they already possess, but the acquisition of new material, as in Geography and History, cannot be made by the process of “eliciting.”

DRAWING.

Two candidates. One took Model Drawing with a fair amount of success, but should pay more attention to fore-shortening and the apparent convergence of parallel lines: his Freehand Drawing is a useful paper. The other candidate attempted Geometrical Drawing, with an equipment sufficient to avoid failure; his Freehand Drawing betrays a delicate appreciation of subtle form and considerable power of recording it in line.



Intermediate Grade.

SCRIPTURE HISTORY.

Candidates were too often content with giving a partial answer. Knowledge was weak in regard to the leading men of Saul's party and David's side. Very few could give any account of Solomon's Temple. Otherwise the work was satisfactory on the whole, and for neat writing and good spelling much credit is due.

ENGLISH.

The work on the whole showed an improvement on the good results obtained last year, since there was a decrease in the percentage of failures, and an increase in the percentage of Distinctions. The spelling was not generally so accurate this year, and the paraphrases seemed to indicate that many candidates had not given sufficient attention to the art of turning verse into prose. The parsing was in most cases very satisfactory. The analysis was weak in many instances, but the average result was good. The least efficient part of the work was syntax, chiefly through failure to state accurately the reasons for the correction of the sentences.

The percentage of marks in Literature was slightly higher than in Grammar. The quotations were generally written without mistakes, and the details given concerning isolated passages and events showed that the poem had been carefully studied. Most of the candidates gave very satisfactory answers on the "Tales from Shakespeare," and the extent of their knowledge of the story of Hamlet often led them to exceed the limit assigned to the essay. By telling the story in fewer words they would have shown their capacity for condensation.

HISTORY.

Of the hundred and eighty candidates who took the History paper 28·8 per cent. failed to obtain the minimum for passing. Many of them only failed by a few marks. About 4 per cent. obtained 70 or more marks, and about 8 per cent. obtained 60 or more. The work as a

rule was satisfactory. The candidates had all been carefully instructed and on right lines. Many of the answers showed not only intelligence but a wider knowledge of the subject than might have been expected. Faults of Grammar and spelling were too frequent. But serious mistakes in the History were not numerous.

GEOGRAPHY.

Last year there were more failures than the previous year, but this year the passes have risen from 71 to 89 per cent., which must be considered most satisfactory, though there are not quite so many Distinctions. More attention was paid to the wording of the questions, and hence there was not so much writing which did not receive marks. The weakest point was knowledge of the geography of Great Britain. More should be known of the productions of important countries; very few knew that Belgium was a great manufacturing country. Many considered coal and diamonds as metals or metallic ores. A more careful study is still required of the general physical features of countries, of winds in general, and of the difference between tides and currents in the sea.

ARITHMETIC.

The average number of Tots done correctly was somewhat greater than last year. All the Tots were done correctly by 12 per cent. of the candidates, as compared with 6.6 per cent. last year. This is very satisfactory, but, on the other hand, the number of candidates who got none right was greater this year than last. Similarly, on the other questions, while there were many excellent papers as good or better than last year, there was a very serious amount of thoroughly bad work, inaccurate, unintelligent, and slovenly in style. As often as not no attention whatever was paid to the degree of approximation asked for—*e.g.*, “nearest cent,” “nearest inch,” &c., and it would seem as if many of the candidates have never been taught this important part of their work.

ALGEBRA.

While the percentage of failures was approximately the same as last year, the percentage of candidates who obtained Distinction was much higher. Many candidates wasted time by making ill-written first

copies of their answers, instead of writing them out neatly at once. Few seemed to understand how to complete an arithmetical verification of an algebraic identity. Many failed to complete squares of binomial expressions when asked to do so, although the same candidates applied the same principle correctly to the solution of a quadratic equation. A question involving the construction of a graph was hardly ever attempted.

GEOMETRY.

The work was, on the whole, satisfactory in quality. Many candidates sent up neatly written papers and knew their propositions well, though they did not solve many riders. Much of the geometrical drawing was neatly and accurately done; and the best candidates in this section showed a satisfactory knowledge of the theoretical elements. There were, however, many candidates whose work was very poor in the theoretical portions of the paper. For such, a preliminary course in geometrical drawing would be very useful.

BOOK-KEEPING.

The "mechanical" entries in the Journal were well done, with the exception of the "Bills" transactions, in which many candidates seemed unaware of the difference between "Bills Receivable" and "Bills Payable." The two general errors were the treatment of the "purchase of the business," which seemed to be strange to the candidates, and the treatment of "payments in advance," although a clue was given in the Note. Future candidates should be made familiar with such items of ordinary business routine. Posting and Balancing were generally well done. The answers to the Questions were fair.

MENSURATION.

The work done was, on the whole, satisfactory, the percentage of failures being low. The number of Distinctions was creditable, as the paper set was rather long. The work was written out so that it was easy to follow. The Mensuration formulæ were fairly well known and the calculations moderately accurate.

NAVIGATION,

Fairly satisfactory.

FRENCH.

The number of failures was less than the number of Distinctions, though the latter was not large. This was mainly due to the careful preparation of the set books, the translation of the passages given being generally well done. As a set off, however, Grammar in its varied applications left much to be desired, and the construing into French too often lacked in intelligent grasp of rules. Nor did the vocabulary of the candidates come up to what one would expect after such good translation into English. The answers to the questions on accidence were mostly fair, though weakness in the knowledge, and especially in the use, of verbs, was general, thus marring accurate construing. The answers to Questions 4 and 7, where a little individual thought was needed, were, on the whole, satisfactory.

LATIN.

Of the 44 candidates, 33 passed, of whom 7 obtained Distinction. The general work reached a very fair standard. The knowledge of accidence was distinctly better than in the preceding year, and several candidates obtained very high marks. The teaching had been careful and judicious. The work in Composition was very uneven, but about 50 per cent. of the candidates acquitted themselves very creditably, showing a good knowledge of ordinary constructions and idioms. The vocabulary was generally adequate. The set book had been well prepared on the whole, and the translations were fairly good, both as regards accuracy and style. Except in a few cases the parsing was not satisfactory. There was little to find fault with in the spelling, handwriting, and the arrangement of the answers.

GENERAL ELEMENTARY SCIENCE.

The work, judged as a whole, shows an improvement on that submitted last year. Several of the candidates were unable to distinguish between temperature and heat, and they did not show an adequate acquaintance with experimental demonstrations.

CHEMISTRY.

The work submitted shows a great advance on that of last year, and details of experiments were in several cases given with care and accuracy.

HYGIENE.

The material presented in most of the papers was excellent, but the manner of presenting it was exceedingly bad. Very many candidates wrote steadily on, line after line, without an effort to break up a cumbrous answer into paragraphs, or to classify it under headings and sub-headings. The importance of tabulation cannot be too strongly impressed on candidates. Apart from this serious blemish, the papers were, on the whole, good, book work being well known and well utilized.

PHYSIOGRAPHY.

As at the preceding examination, the papers were very unequal. The average mark was about 35, *i.e.*, roughly one-third of possible; and the questions done properly were two (Nos. 1 and 2), *i.e.*, one-third of possible. There was little competent knowledge of any kind outside these two questions (concerned with shape and attitude of Earth); but the "climate" was slightly less bad than the "land-forms," and "principles" were slightly better known than "applications."

PLAIN NEEDLEWORK.

With a few exceptions, the candidates have this year realized the purpose of the lines ruled on the cutting-out paper, and have cut out their paper patterns accordingly. A great many of these shirt patterns were very creditably arranged and cut; but the width of materials of which shirts are generally made, and the amount of such material necessary to cut out a given number, are points which call for more attention. The number of yards given by the candidates to cut out three small boys' shirts varied in the most remarkable manner. The knitting was, as a whole, very good, though it would have been wiser to make larger specimens. Some of the seams were daintily worked, but this exercise was the least successful one of the three set. Much improvement was, however, noticeable in the work as a whole.

SHORTHAND.

The reading back or transcription of dictated notes should receive greater attention. The practical use of shorthand in the study of other subjects would, at this stage, be of immense value to the students and tend to develop rapidity and accuracy in reading.

TYPEWRITING AND OFFICE ROUTINE.

The standard of work attained was most unsatisfactory. The weaknesses in the "time test" referred to in previous years' reports were repeated. The answers to the theory questions evidence lack of training. Both examinees failed in the practical test—the speed being extremely low and the work full of inaccuracies.

SCHOOL MANAGEMENT.

The high percentage of passes was largely due to the excellence of the answers to Nos. 3 and 4. In the less satisfactory answers to No. 3—an examination paper—there was a tendency to set formal examples in Arithmetic involving huge numbers, and in Geography to ask for lists of capes and bays. The most general defects in No. 4—a Time-table—were the scanty time allotted to Reading, and the brevity (ten or fifteen minutes) of the periods assigned to such subjects as History and Geography. In some cases there was a bias in favour of a particular subject, usually arithmetic or grammar. There were some capital answers to No. 5, giving correct number of pupils and showing by diagrams the arrangement proposed. Very few failed to obtain some marks, but the majority knew nothing of the basis of accommodation, and some regarded the classroom as a school to contain several classes.

The Notes of Lessons were below a satisfactory level. A few—not more than a dozen—were very creditable. Generally, the material exhibited was insufficient or unsuitable; the treatment was rarely indicated with completeness, and was often radically wrong. For example, of the lessons on the Objective Case—the subject most often chosen—many consisted of a definition and nothing else, and the majority proposed that the definition should be first learnt by heart and then verified. It is not certain that the majority really knew what was meant by Objective Case. Only one seemed to be aware that it is most clearly shown in the personal pronouns. The attempts to show what is meant by an abstract noun were equally unsatisfactory. A few exhibited modes of formation fully and clearly. Many gave an accurate definition and followed it with contradictory explanations. The various errors are fairly summarized in the following quotation from one paper: "If you

meet anything that you cannot see, breathe, hear, feel, taste, or smell, that is an abstract noun."

PENMANSHIP.

The papers were generally very good, and the failures exceedingly few. While 25 per cent. of the students obtained distinction there were many others who almost did so. Improvement in the formation of loop letters is desirable—many make the loops too long and narrow or "blind" them. A large number have cultivated a "back-hand" or "right-to-left" slope, which is not to be recommended, and should be discouraged. Greater accuracy in copying is desirable, also; there were many errors in spelling noticeable ("colinies" for "colonies," and "seperate" for "separate," were the most frequent blunders).

DRAWING.

The award of high marks for copying the Freehand example depended largely on a just estimate of two dimensions, the height and width of the ellipse in proportion to the total length of the figure. Many candidates who were able to imitate details satisfactorily commenced to draw them before being assured that they had accurately judged these principal dimensions, hence the number of papers at and about the passing mark was greater than it should have been. The comparatively few really good papers were very satisfactory. Dotted lines and inking are not yet abandoned, but the diminution in the number of drawings finished with a heavy half-careless line is gratifying. There is, therefore, an indication of greater freedom of hand and arm with more grace in the forms as drawn.

Only one candidate presented Model Drawing. The objects set were in entire disregard of the instructions. It is, however, quite evident that the candidate could not have passed in any case.

In Shading there were two candidates who both did fairly well, but the very pale tones in which they worked prevented them from attaining more than a moderate sense of relief.

FANCY NEEDLEWORK.

The greater part of this work was creditably done and neatly sent out, and the workers evidently took much pleasure in it.

Preliminary Grade.

SCRIPTURE HISTORY (ST. MARK).

The work was much less satisfactory than that of last year. It seemed that many of the candidates had not made a study of this particular Gospel, but answered from a general recollection of all the Gospels. Answers, instead of being framed on well assimilated teaching, appeared to be composed by the stringing together of two or three details from general memory. The contents of Chapter xv were known very poorly. Candidates should be advised not to lose time by writing out the words of the questions. But they would do well to read over their answers before handing them in, so as to correct obvious errors in writing, such as "went" for "when," "his" for "is," and the like.

ENGLISH.

Grammar, Paper A.—The grammar was throughout good, especially in the recognition of the Parts of Speech. The cases of nouns were correctly given, and good attempts were always made at the somewhat difficult analysis required. The candidates had evidently been well instructed in the definitions of grammatical terms. There were few extremes of attainment, the generally high level reached being a satisfactory feature. The spelling was not good; but no mistakes were made, this time, in copying the correctly printed words.

Literature, Paper B.—The knowledge of the texts was very thorough; unfortunately, the expression of the knowledge was frequently disordered. The attention of candidates should seriously be drawn to the un wisdom of writing copiously—to the extent of five or six pages—on questions for which only twelve marks are assigned, while a question carrying forty marks is meagrely served up in less than a page. Good thoughts were often presented in a breathless and badly punctuated style. Practice in the forms of expression might be suggested as valuable, for more marks would be obtained for less matter in correct form. Handwriting varied from the excellent to the illegible. The Reproduction was well done.

HISTORY.

The work shown up was, on the whole, poor, and only by very lenient marking was it possible to secure the very moderate percentage of passes which the published results show. The answers to the very elementary questions numbered 3, 4, 5, 6 betrayed, in a large number of cases, great ignorance—*e.g.*, a very large number of candidates gave Richard II instead of Richard I as the hero of the Third Crusade; and the succession of the kings from Edward II to Edward IV was attempted with by no means general success. In answering Question 6, many candidates failed to take account of the limit “the last twenty years,” and so gave events of a much earlier date. One candidate coupled “the Boer War and the Conquest of South Africa” with “the Spanish Armada” as belonging to Elizabethan history. The unintelligent reproduction of text-book forms of expression, upon which the examiner commented last year, was again far too much in evidence. This defect was not confined to the pupils who, in general, showed the least efficient teaching. Fewer candidates knew anything about Captain Cook’s connexion with Newfoundland than those who imagined that he “discovered the North Pole.” One other very noticeable point was, that in answering Question 2, most candidates confined themselves either to the events of the Alfred period or to those of the Sweyn-Canute period, and the few who wrote of both periods for the most part represented Alfred as being chronologically later than Canute. The general impression conveyed by the examination is that more attention should be paid to the chronological sequence of events, and to clear discrimination of persons and facts, and that all attempts on the part of pupils to commit to memory the exact phraseology of text-books and notes should be rigorously discouraged, and the labour thus unwisely employed directed to more profitable efforts.

GEOGRAPHY.

The answers of 1910 struck rather a higher level than was attained by those of 1909. This was particularly noticeable in the map-drawing required by Question 1. The maps were, of course, somewhat variable, but, generally speaking, the outline of Newfoundland was drawn with fair accuracy, the places asked for were known, and the attempts at inserting latitude and longitude were most commendable. There was,

however, still a lamentable tendency to omit indication dots for the towns, which, perhaps, is not surprising in face of the text-book map in use presumably by the majority of the candidates.

With regard to the other questions, Nos. 3, 6, and 7 were not well done. No. 3 required some elementary points of observation on an imaginary voyage from Newfoundland to Australia *via* the Suez Canal. Most of the answers showed the existence of very confused ideas as to how to get to the Suez Canal in the first instance. In No. 6—a question involving a slight knowledge of certain world-famous places—"Blanc" was muddled up with "Everest" and "Carpentaria" with "Carpathians." No. 7 was not done correctly by a single candidate. It requested the drawing of a simple diagram (given a set of easy statistics), and it elicited the fact that the drawing of "graphic" illustrations, which are admittedly as valuable as they are interesting, and which now form one of the commonest methods of teaching what is called "Practical Geography" in English schools, has no place as yet in Newfoundland schools. Those candidates who tried—and there were many—thought that the conversion of the figures into a "diagram" simply meant copying them out and adding them up. One ingenious student read "picture" for "diagram," and neatly framed his (or her) illustrations of iron ore, dried cod, tinned lobsters, &c. On the other hand, Nos. 2, 4, and 5 were capitally done. No. 2, which allowed a choice of subjects for a short geographical essay, was a favourite question, and some of the descriptions of the railway across the Island and of Newfoundland's discovery and colonization were most interesting to read. The main drawback was a tendency here and there to reproduce the actual words of the text-book almost as if it had been learnt as repetition. In No. 4 there were many praiseworthy attempts at "illustrating" geographical definitions. No. 5, an exercise in tabulating knowledge, was also a favourite question and was satisfactorily handled.

Three points of general criticism require special mention and are worth bringing to the notice of future candidates:—(i) The instruction "Work neatly," printed at the head of the paper, has a meaning—especially in a Geography paper—and should be observed by any one who wishes to gain good marks. A large number of the papers shown

up in this examination proved that little or no notice had been taken of this instruction. (ii) Looseness of expression should be guarded against. To write, for example, of the train travelling *at the bottom of* Trinity Bay, or of Belle Isle Strait as being *on the top of* Newfoundland, is, to say the least, open to misconception, and does not make for the highest marks. (iii) Candidates should watch their spelling closely. Many otherwise good papers in this examination were much disfigured by bad spelling.

ARITHMETIC.

On the whole the work was satisfactory. There were, however, instances of much inaccuracy in working out results—*e.g.*, Question 2, a simple straightforward sum which one would expect to be done accurately by a majority of the candidates, was so done by only a few. Question 9 received solution from only a very small number. There were several instances of very untidy work.

TOTS.

Although but a comparatively few did the ten sums with complete accuracy, the majority of the candidates passed this test very successfully.

ALGEBRA.

A satisfactory percentage of the candidates passed with Distinction. Between the work of such and that of the weakest candidates a surprising inequality was disclosed. In the latter cases very inadequate preparation for the examination would seem to have taken place. A prevailing fault was failing to appreciate the difference between the signs *plus* and *minus*. The questions least successfully attempted by candidates who passed were the Problems 7 and 8. Only a very few solved both parts of 8 successfully.

GEOMETRY.

Greater attention should be paid to handwriting and spelling, and to the drawing and lettering of figures. Quality rather than quantity should be aimed at. Questions should be more carefully read before the answers are attempted. From failure to observe this precaution many answers were worthless—although quite sound in another con-

nexion. The practical work was inferior and slovenly, much of the work being done "by trial," and not by geometrical construction. Even in the latter case, the lines of construction were not clearly marked. In a large number of cases, the question had not been carefully read and followed up.

BOOK-KEEPING.

The Journalising was again well done on the whole, but there were two almost universal errors, due to inattention to detail—viz., the "bank overdraft," which was treated as an asset, and the payment "to settle a/c," which was usually ignored. The posting was well done, and the Trial Balance was generally attempted. Improvement in "style" and neatness was often desirable: some candidates have apparently been accustomed to give each Journal (Dr. and Cr.) entry on *one* line—with consequent errors in posting. The answers to the questions were fair. The papers generally were of a very good average merit.

FRENCH.

Excellence in the translation of passages from the set book was pre-eminently manifest in nearly all the papers. The theory of the Grammar was generally fair, but its application was weak. Thus the rendering of sentences to illustrate rules, as also that of sentences built up out of passages in the set book, were not, on the whole, satisfactory. The use of verbs and their tenses, of personal pronouns, of possessive pronouns, which requires thoughtful handling more than memory, was marked with incomplete grasp, and the vocabulary seemed scanty. Still, signs are not wanting to show that, if the same praiseworthy attention that is given to translation into English were also given to construing into French, good results might be expected, for the candidates seem to have gone through a good deal of work, though the results are yet inaccurate.

LATIN.

By more than half of the candidates the paper was well done. The work of the majority suggests that they might with advantage be doing some more advanced translation.

GENERAL ELEMENTARY SCIENCE.

The candidates were quite unable to answer the very simple questions of which the paper was composed.

HYGIENE.

The candidates showed in general good book work, and many of the papers sent in gave the impression of careful and painstaking work. Spelling was weak, and many of the papers showed grave untidiness. Tabulation is still not sufficiently adopted. Candidates should also take greater advantage of opportunities for drawing diagrams to illustrate their answers.

AGRICULTURE.

There was a satisfactory improvement in the answers sent in this year. Of fifty-two candidates, thirty-two obtained pass marks, and there was evidence that most pupils had been carefully prepared. Among the thirty-four candidates whose examination numbers ran between 1,857 and 2,512, there were only seven failures, and several of them obtained quite good marks. At the same time, many of the answers suggested that notes made in class had been committed to memory, and very few showed that the attention of candidates had been directed to the ordinary agricultural operations incidental to the growing and storing of crops.

HORTICULTURE.

Six candidates sent in papers. The work was very poor, and only one candidate secured pass marks.

PLAIN NEEDLEWORK.

There appeared to be a great divergence of opinion as to what constitutes a child's chemise (one of the exercises set in this section), full-sized garments, miniature garments, or half-sized ones being sent in, instead of one to fit a child. The length and width of the neckband need attention. A study of some of the many text-books now in circulation on cutting-out would be found useful by the workers. Many of the chemise patterns were, however, good, and with more effort to

train the eye to size and correct proportion, a far larger number of the workers would do well. Counter-hemming and mantua-maker's seams were in many cases sent in and accepted by the examiner in place of seams indicated, but a few workers substituted seams which come under no heading at all in plain needlework. The flannel work was not very satisfactory, though there were some excellent exceptions. The examiner would impress on all candidates the beauty of accuracy, without which no really good and artistic work is possible.

SHORTHAND.

The bulk of the papers submitted showed a marked improvement over previous years, the result of very careful training by those who have mastered the system. On the other hand, some of the papers were very unsatisfactory. The candidates were not conversant with the early grammologues, no training could have been given in the simple vowel sounds, and no attempt was made even when transcribing from a printed passage to mark the end of a sentence. The latter is a point which should be emphasised from the first lesson.

TYPEWRITING AND OFFICE ROUTINE.

The standard of typewriting work needs considerable improvement. Similar manipulative errors and identical low rates of speed occurred as in 1909. With one exception, the examinees owed success to the marks gained in the theory test, although the number of marks awarded only just exceeded the minimum pass standard. More facilities should be afforded for acquiring manipulative dexterity ; a speed of five words per minute is open to criticism.

SCHOOL MANAGEMENT.

The interpretation of the questions was much more accurate than it was last year. The instances to the contrary were confined to the answers to Nos. 4 and 5. To some, Regular Attendance means the quality of attention in school, and Punctuality is taken by others as Punctuation. Still, the number of these was not great. More, however, offered Time-tables which ignored the conditions prescribed in

the question. These wrote detailed Time-tables showing the time allotted to, and the order of, the lessons throughout the week. Most of these disobeyed all the conditions except the last. There were many good answers to No. 5, but very few in which Reading was considered to need more time than, or even as much as, some subject such as Spelling or Drill.

The Notes of Lessons on Pronouns were pretty evenly divided into those with form and those without. The latter usually gave the definition of a pronoun, and a direction to set the children to work picking out pronouns as soon as they had learnt the definition. The former were frequently form without substance—*e.g.*, collection of examples, examination, classification, educe the definition. But no examples were given and no specimen questions. In a few instances there was evidence that the utility of the pronoun was understood, and in these almost invariably the notes were of much higher quality.

No. 2 on Subtraction brought to light the fact that nearly all the candidates use the method of Equal Additions. Very few of them knew it by that name, but they spoke of it as borrowing and paying back. Their illustrations showed that they believe they are really borrowing, say from the tens digit of the minuend, and paying back the loan to the tens digit of the subtrahend.

PENMANSHIP.

The failures on the very moderate pass-minimum were few, while there was a good proportion of Distinctions, some of them with an ample surplus of marks and nearly attaining the maximum. The bulk of the papers ranged about midway between the Pass and Distinction, showing a very respectable average. Of the faults particularly noted in the last examination, unduly large writing was to a great extent corrected, but excessive space between words was still often prominent, while, on the other hand, the writing was sometimes unduly small and cramped, and the end of the lines crowded.

DRAWING.

As in the other grades, the Freehand example was devised to a considerable extent as an exercise in proportion. The problem was

perhaps somewhat more satisfactorily attempted than before, and as the candidates were evidently interested in the subject the average attainment is probably a trifle higher than last year. But, as in previous examinations, a number of candidates were passed whose claim to succeed is doubtful. Undesirable methods are less frequently noted. Squaring out the whole subject is a new and unsatisfactory phenomenon. It should be a matter of course in drawing any symmetrical example that a vertical axis is to be drawn first of all, but for lack of an axis many drawings were falling over.

One candidate was presented for Shading, but the scope and purpose of the examination were entirely misunderstood. Instead of black chalk, an attempt was made with coloured crayons of waxy texture and gaudy hues. The forms were outlined very fairly, but it was impossible to award a pass to the paper.

It is satisfactory to record that Model Drawing was taken by eighteen candidates apparently from two schools. Within the narrow range possible for beginners in this subject the work was distinctly good. At one centre the vase prescribed was probably not available, and the round dish-cover asked for as an alternative also appears to have been lacking, a flower-pot having been substituted. At this centre all of the candidates frankly ruled their straight lines. This should not occur again. At the other school the vase, as well as the rectilinear objects, was very well drawn, and at both the ellipse has been well taught and understood.

FANCY NEEDLEWORK.

The work in many instances attained a creditable standard, the drawn thread work reaching perhaps the highest level. It would be better if all candidates indicated the actual amount worked in the examination room, as has been done in many cases.

Primary Grade.

SPELLING TEST, HANDWRITING, AND REPRODUCTION OF STORY.

Very few were entirely free from error in Spelling, and in several cases the wrong words were given, but the average was very fair.

In the Writing the faults of last year were again in evidence. At several Centres the term "text-hand" was not understood, and there was a want of uniformity in the small-hand. The Writing of the answers generally showed improvement.

A few failed altogether to grasp the meaning of the Story, but as a whole this part of the work was very satisfactory, an unusual proportion being awarded the maximum. The importance of careful revision should be impressed upon candidates.

ENGLISH GRAMMAR.

There were many very weak papers, but, on the whole, an improvement was shown in the Parsing and in the Analysis. Questions 2 and 3 were answered satisfactorily only by a small minority.

ENGLISH LITERATURE.

Some few really good papers were sent in, but much of the work was poor. Want of attention to the terms of the questions led to the introduction of much irrelevant matter, and most of the candidates seemed to need more instruction and practice in the art of writing answers. There was again abundant evidence of misdirected energy in the preparation of the subject; many had evidently committed to memory the "notes" given in the edition of Macaulay used, and these were reproduced in the most unintelligent way, sometimes even with the addition of the number of the line in "The Armada," to which the particular note was appended. Grammatical errors of the most elementary kind were numerous, and the spelling was often inaccurate.

BRITISH HISTORY.

Several of the candidates showed a fair knowledge of the subject, but only quite a few of them sent up really good papers. Many had obviously given but little attention to this part of their work.

GEOGRAPHY.

Many of the papers were excellent and reflected much credit on the teaching. The answers were neatly and methodically written out, and the localities in Questions 5, 6, and 7 were carefully and precisely given. In some papers, however, the answers betrayed want of experience—a fault which, possibly, might be remedied by a little practice. The answer to Question 4 was particularly well done in nearly every paper, and the same might almost be said of Questions 5 and 6. In the case of Questions 2*a* and 2*b* the results were poor, but in 2*c* very satisfactory. When a map was drawn to illustrate Question 1, the outline was marvellously well done, but the direction of River Exploits and the position of Red Indian Lake were very vague. In many instances much time was wasted by answering this question in duplicate, first by drawing a map and then by writing out an answer. In Question 3 a volcano was frequently described as a “burning mountain.” The illustrations were, on the whole, weak and displayed want of practice in work of this nature. There was, in many cases, confusion between East and West, and Isthmus and Peninsula. Much time and trouble were taken in copying the questions, a precaution which by no means prevented some of the candidates from overlooking one half of the question. On the whole, the papers showed that the pupils possess a very fair knowledge of their own Island and also of the general geography of the world.

ARITHMETIC.

The first five questions, on the ordinary rules, were, on the whole, well done, and much of the work was very neatly set down. Questions 6 and 7, notwithstanding their simple character, were avoided by a great many candidates, and were answered correctly by very few. The second item in the “Bill” proved a stumbling-block to the majority.

TOTS.

The work on this paper was fairly satisfactory, and a considerable number of candidates obtained full marks. Several were evidently puzzled by the English money.

ALGEBRA.

A fair proportion of candidates did very creditable work, well ordered and neat. There were, however, too many who, ignoring the instruction to "work neatly," gave up their papers in a condition the reverse of what was desired. Beginners should have impressed upon them that slovenly methods of working lead often to inaccurate results. The first two questions and the last two on the paper were those least successfully attempted.

GEOMETRY.

The candidates have not reached the stage at which such a paper as the one prepared could be profitably attempted. In the present case, the results were most disappointing.

HYGIENE.

The papers showed, on the whole, a good standard of work, and candidates did well in answering questions in greater detail than usual. The arrangement of answers was, however, very bad, the majority of candidates making no effort to classify, tabulate, or even to break up long answers into paragraphs. Spelling and writing were also weak points in what would otherwise have been a satisfactory series of papers.

PLAIN NEEDLEWORK.

A great deal of the cutting-out was well done, the majority of the workers adhering to the paper set. Some, however, sent in a child's chemise, in place of an infant's shirt. The examination paper should be carefully read through before the work is attempted. The second exercise was not quite understood, the tacked hem being in many instances taken parallel with the seam, in place of across it at the *bottom* of the specimen. The right way of materials, the proper

direction of the sewing stitch, the preparation of hems, and the practice of the correct stitch for working buttonholes need attention in many cases. The work, however, of many of the candidates deserves commendation, and comparatively few have this year been supplied with unsuitable materials or cutting-out paper.

DRAWING.

In the report on Drawing for 1909, stress was laid on the necessity for thought and planning before the actual drawing of a line is attempted. It was hoped that the design of this year would have induced candidates almost automatically to commence work by drawing a square, and to proceed by inscribing the forms. By taking this course the main proportion and the planning of almost the whole figure would have been secured. The appreciation of this main proportion was frequently wanting, hence those who had plotted their work fairly well in the right way were awarded passes, even when they had very little skill in drawing a curve. The general average is still very low; not more than about 15 per cent. of the whole can be called good work.

Drawing power may be said largely to consist in control of the hand while in motion, but dotting the lines, as taught in some schools, is the negation of this principle, and is fatal to the attainment of such power. Inking is not yet extinct, but "lining-in" is happily greatly on the decrease. This is observable in all grades, and it gives ground for hope that presently the work may reach a higher average standard.

SCHOLARSHIP AND PRIZE LIST, 1910.

ASSOCIATE GRADE.

Two Aggregate Prizes.

1. Gwendolyn Mews, Methodist College	...	...	...	...	\$25 00
2. Pierson Curtis, Methodist College	...	...	...	...	20 00

Subject Prizes.

<i>English</i> .—Gwendolyn Mews, Methodist College	...	...	...	8 00
<i>English Literature</i> .—Annie Cooper, Methodist College	} Equal.			
* Gladys Oke, Bishop Spencer College				
* The younger : prize winner	...	...	...	4 00
<i>History</i> .—John A. Barron, St. Bonaventure's College	...	...	...	8 00
<i>Elementary Mathematics</i> .—1. Pierson Curtis, Methodist College (disqualified; won this prize in 1909)				
2. Gilbert Bishop, Methodist College	...	...	...	8 00
<i>Mechanics</i> .—Harold Payne, Bishop Feild College	...	...	...	8 00
<i>Navigation</i> .—Edward J. Neary, St. Bonaventure's College	...	...	...	4 00
<i>French</i> .—*Rose Carmichael, Presbyterian College	} Equal	...	...	8 00
Gwendolyn Mews, Methodist College				
* Disqualified; won this prize in 1909.				
<i>Latin</i> .—Rose Carmichael, Presbyterian College	...	...	...	8 00
<i>Chemistry</i> .—Pierson Curtis, Methodist College	...	...	...	8 00
<i>Hygiene</i> .—Gladys Oke, Bishop Spencer College	...	...	...	4 00
<i>Theory and Practice of Education</i> .—				
Albert Edgecombe, Methodist College	...	...	...	4 00

INTERMEDIATE GRADE.

One Jubilee Collegiate Scholarship of \$100.

(Confined to Outport Schools.)

John Crocker, Church of England High School, Carbonear.

Six Open Scholarships of \$25 each.

1. Eleanor F. Mews, Methodist College.
2. James Trebble, Bishop Feild College.
3. Edward H. M. Crawford, St. Bonaventure's College.
4. Donald Frazer, Methodist College.
5. Harold F. J. Barnes, St. Bonaventure's College.
6. Patrick R. Keating, St. Bonaventure's College.

Subject Prizes.

<i>Scripture History</i> .—John Ploughman, C. E. High School, Trinity East	\$4 00
<i>English</i> .—Hattie Evans, Methodist Superior School, Grand Bank	8 00
<i>History</i> .—Eleanor F. Mews, Methodist College	4 00
<i>Geography</i> .—Frank F. Wills, Bishop Feild College	4 00
<i>Arithmetic</i> .—*Eleanor F. Mews, Methodist College	} Equal.
Martin Stagg, Meth. Sup. School, Greenspond	
Walter Tucker, Methodist College	
* The youngest: prize winner	4 00
<i>Algebra</i> .—H. F. J. Barnes, St. Bonaventure's College	} Equal.
Jennie Barter, S. A. College	
John Crocker, C. E. High School, Carbonear	
Patrick Hogan, St. Bonaventure's College	
*Mary E. Howell, Meth. Sup. School, Carbonear	
Eleanor F. Mews, Methodist College	
Eliza C. Pittman, C. E. High School, Tilt Cove	
* The youngest: prize winner	4 00
<i>Geometry</i> .—Patrick R. Keating, St. Bonaventure's College	4 00
<i>Mechanics</i> .—Jonathan Davis, Methodist Academy, Brigus	4 00
<i>Book-keeping</i> .—Judith Brennan, Convent, Renewa	} Equal.
J. Crocker, C. E. High School, Carbonear	
*C. J. Loughlin, Methodist School, Flat Island	
* The youngest: prize winner	4 00
<i>Mensuration</i> .—P. R. Keating, St. Bonaventure's College	4 00
<i>French</i> .—James Trebble, Bishop Feild College	8 00
<i>Latin</i> .—E. H. M. Crawford, St. Bonaventure's College	8 00
<i>General Elementary Science</i> .—	
*N. M. Duchemin, St. Bonaventure's College	} Equal.
J. B. O'Reilly, St. Bonaventure's College	
* The younger: prize winner	4 00

<i>Chemistry.</i> —1. Jack Dunn, Methodist College (disqualified; over age).				
2. Donald Frazer, Methodist College	...	...	...	4 00
<i>Hygiene.</i> —Jessie I. Horwood, Methodist College				
	...	...	...	4 00
<i>Plain Needlework.</i> —				
Lucy Collins, St. Bride's Academy, Littledale	} Equal.			
Sarah MacDonnell, St. Bride's Academy, Littledale				
* Annie O'Brien, St. Bride's Academy, Littledale				
* The youngest: prize winner	...	...	...	4 00
<i>Practical Music.</i> —				
Alicia M. J. Fitzpatrick, Mercy Convent, Military Road				4 00
<i>Shorthand.</i> —Lizzie Clarke, Mercy Convent, Military Road				
* Annie Conway, Convent, Renewa	} Equal.			
James Trebble, Bishop Feild College				
* The youngest: prize winner	...	...	...	4 00
<i>School Management.</i> —Ida Parsons, C. E. High School, Change Islands				
				4 00

PRELIMINARY GRADE.

Two Jubilee Collegiate Scholarships of \$100 00 each.

(Confined to Outport Schools.)

1. Louisa M. Saunders, C. of E., High School, Greenspond.
2. Benjamin P. Dewey, Methodist Superior School, Greenspond.

Nine Open Scholarships of \$100 00 each.

1. William C. McGrath, St. Bonaventure's College.
2. Harold S. Knight, St. Bonaventure's College.
3. Moyle Stick, Methodist College.
4. Rivlyn R. Costigan, St. Bonaventure's College.
5. Leslie R. Croucher, Bishop Feild College.
6. Frank A. Ellis, Bishop Feild College.
7. John F. Edens, St. Bonaventure's College.
8. Bertram H. Shears, Bishop Feild College.
9. Eda Pittman, C. of E. High School, Tilt Cove.

Subject Prizes.

<i>Scripture History</i> .—Amy Jones, C. of E. High School, Trinity East	\$4 00
<i>English</i> .—Annette M. Rowsell, C. of E. High School, Bonavista ...	8 00
<i>History</i> .—*Blanche Burke, Convent, St. Jacques } Equal. Hettie Young, Convent, St. Jacques }	
*The younger: the prizewinner	4 00
<i>Geography</i> .—Maud G. Bailey, C. E. High, Harbour Grace H. M. Brown, C. E. High, Bonavista L. J. Carter, C. E. High, Channel Georgianna T. Clarke, Methodist Superior, Grand Bank Lillian A. Cram, Methodist, Green's Harbour B. P. Dewey, Methodist Superior, Greenspond West C. Jameson, Presbyterian College Amy Jones, C. E. High, Trinity East Lillian M. Mifflin, C. E. High, Harbour Grace Mollie Pugh, C. E. High, Harbour Grace *Louisa M. Saunders, C. E. High, Greenspond East E. Wilcox, C. E., Brigus	} Equal.
* The youngest: prize winner	
<i>Arithmetic</i> .—Benj. P. Dewey, Methodist Superior School, Greenspond	
<i>Algebra</i> .—*Stella A. Davis, Methodist School, Safe Harbour B. P. Dewey, Methodist Superior School, Greenspond Susie Lahey, Methodist School, Green's Harbour	
* The youngest: prize winner	
<i>Geometry</i> .—Mildred Brushett, Methodist Superior School, Great Burin Beatrice Brushett, Methodist Superior School, Great Burin B. P. Dewey, Methodist Superior School, Greenspond *Mary Hearn, Convent, Conception Mabel Hollett, Methodist Superior School, Great Burin	
* The youngest: prize winner	
<i>Book-keeping</i> .—Classie Inkpen, Methodist Central School, Burin S.	4 00
<i>French</i> .—William C. McGrath, St. Bonaventure's College	8 00
<i>Latin</i> .—William C. McGrath, St. Bonaventure's College	8 00
<i>Hygiene</i> .—Eda Pittman, C. E. High School, Tilt Cove	4 00

<i>Plain Needlework.</i> —Annie Barron, Convent, Placentia					
	Nellie Jackman, St. Bride's Academy, Littledale				} Equal.
	Ethel Petipas, St. Bride's Academy, Littledale				
	Eda Pittman, C.E. High School, Tilt Cove				
	Mary Rose, Convent, Placentia				
	*Louisa M. Saunders, C. E. High School, Greenspond				
* The youngest: prize winner	...	...	...	...	4 00
<i>Practical Music.</i> —Mary Flynn, Convent, Harbour Grace 4 00					
<i>Shorthand.</i> —Annie Barron, Convent, Placentia					
	Mary C. Flynn, Convent, Harbour Grace				} Equal.
	*Mary F. Keating, Convent, Harbour Main				
	Nellie St. John, Convent, Conception				
* The youngest: prize winner	...	...	...	...	4 00
<i>School Management.</i> —					
	*Bride O'Connor, St. Bride's Academy, Littledale				} Equal.
	Jane Ryan, Convent, St. George				
* The younger: prize winner	...	...	...	...	4 00
<i>Art Subjects.</i> —Louisa M. Saunders, C. E. High School, Greenspond... 4 00					

PASS LISTS, 1910.

ASSOCIATESHIP (BOYS).

HONOURS DIVISION.—(*In order of merit.*)

Curtis, P., Methodist College; Barron, J. A., St. Bonaventure's College; Hatcher, W., Methodist College.

FIRST DIVISION.—(*In alphabetical order.*)

Bishop, G., Methodist College; Cram, R., Methodist College; Fenwick, C., Methodist College; Hayward, G., Methodist College; Keating, F. J., St. Bonaventure's College; McGrath, F. J., St. Bonaventure's College; Morris, K., Methodist College; Neary, E. J., St. Bonaventure's College; Payne, H., Bishop Feild College; Sharpe, E. L., St. Bonaventure's College.

SECOND DIVISION.—(*In alphabetical order.*)

Anderson, J. W., Bishop Feild College; Byrne, G., St. Bonaventure's College; Colley, L., Private Study, Carbonear; Crummey, W., Methodist College; Cunningham, V. W., Private Study, Garnish; Devereux, T. J., St. Bonaventure's College; Diamond, A., Methodist College; Dinn, M. F., St. Bonaventure's College; Edgecombe, A., Methodist College; Hollett, M. M., Methodist College; Ivimey, S., Private Study, Channel; Marks, J. H., Bishop Feild College; Moores, F., Methodist College; Newhook, W. H., Methodist College; Nottle, E., Methodist College; Parsons, R. A., Bishop Feild College.

ASSOCIATESHIP (GIRLS).

HONOURS DIVISION.—(*In order of merit.*)

Mews, Gwendoline, Methodist College; Frazer, Mary, Methodist College; Carmichael, Rose, Presbyterian College; Joyce, Mary, Methodist College.

FIRST DIVISION.—(*In alphabetical order.*)

Cooper, Annie, Methodist College; Costello, Gertrude, Mercy Convent Military Road; MacDonnell, Nora, Private Study, Torbay; Oke, Gladys, Bishop Spencer College.

SECOND DIVISION.—(*In alphabetical order.*)

Ashbourne, Violet, Methodist College; Somerton, Sarah A., Bishop Spencer College

 INTERMEDIATE GRADE (BOYS).

HONOURS DIVISION.—(*In order of merit.*)

Treble, J., Bishop Feild College; Crawford, E. H., St. Bonaventure's College; Fraser, D., Methodist College; Barnes, H. F. J., St. Bonaventure's College; Keating, P. R., St. Bonaventure's College; Crocker, J., C. E. High, Carbonear; K. S. M., Private Study, Torbay; Duchmin, N. M., St. Bonaventure's College; Stagg, M., Methodist Superior, Greenspond; Davis, J. S., Methodist College; Hogan, P., St. Bonaventure's College; Crummey, L. G. T., Methodist Superior, Western Bay; Knight, F. H., St. Bonaventure's College; O'Reilly, J. B., St. Bonaventure's College; Davis, J., Methodist Academy, Brigus; Darby, R., Methodist Superior, Burin, Great; Laing, E., C. E. High, Carbonear; Loughlin, C. J., Methodist, Flat Island; Ashbourne, T., Methodist College; Cluett, V., C. C. C. S., Belleoram; Savage, M. J., St. Bonaventure's College; Murphy, W. McC., Methodist Superior, Catalina; Moores, H., Methodist, Blackhead; Pincock, J. A., Methodist Superior, Greenspond; Woodford, J. M., St. Bonaventure's College.

FIRST DIVISION.—(*In alphabetical order.*)

Badcock, B., R. C. Academy, Harbour Grace; Bown, O. E., Bishop Feild College; Brett, S., Bishop Feild College; Butler, J., C. E. High, Trinity East; Clarke, J. T., Methodist Superior, Freshwater; Clouter, T. E., Methodist Superior, Elliston; Crewe, J., Methodist Superior, Elliston; Crummey, R. J., Methodist Superior, Greenspond; Curtis, C., Methodist College; Dawe, R., Methodist Superior, Cupids; Diamond, A., Methodist College; Duncan, G.,

Methodist College; Dunn, J., Methodist College; Edgecombe, A. H., Methodist, Parade Street; Eustace, T., Bishop Feild College; Fiefield, L., C. E. High, Bonavista; Foote, G., Methodist Superior, Carbonear; Forbes, W., Methodist Superior, Bonavista; Fowlow, R., C. E. High, Trinity East; Goodland, J., C. E. High, Bonavista; Goodyear, B., Methodist College; Halley, P. F., St. Bonaventure's College; Hudson, G. E., Methodist, Blackhead; Hutchings, W., Methodist College; Jensen, F. E., C. E., Harbour Breton; Jolliffe, J. C., Methodist Superior, Old Perlican; King, A., Private Study, English Harbour; Lawrence, S., C. E., Bay L'Argent; Ledingham, P. G., St. Bonaventure's College; Le Grow, F., Methodist Superior, Salem; Leseman, R. B., St. Bonaventure's College; Little, J. H., Methodist Superior, Bonavista; Martin, C., Bishop Feild College; McDonald, S., Methodist Superior, Grand Bank; Mifflin, F. H., C. E. High, Greenspond; Miles, W. P., C. E. High, Bonavista; Moores, G., Methodist Superior, Salem; Noftle, A., Methodist Superior, Salem; Oakley, H. S., Methodist Superior, Greenspond; Oke, E. L., Bishop Feild College; Parsons, J. W., Methodist Superior, Freshwater; Pincock, T. A., Methodist Superior, Greenspond; Ploughman, J., C. E. High, Trinity East; Powell, W., Methodist Superior, Bonavista; Power, A. F., St. Bonaventure's College; Roberts, A. D., Methodist Academy, Brigus; Rolls, H., C. E. High, Bonavista; Rowe, W. J., C. E. High, Heart's Content; Rowsell, H. J. R., C. E. High, Bonavista; Saunders, W., C. E. High, Greenspond; Scammell, J. H., C. E. High, Change Islands; Shaw, G., Bishop Feild College; Simms, H., Bishop Feild College; Snelgrove, A., Methodist College; Sparkes, P. L., Methodist Superior, Lr. Island Cove; Steele, S. R., Bishop Feild College; Taylor, H., Methodist College; Taylor, W., Bishop Feild College; Temple, J., Bishop Feild College; Thompson, H. E., Methodist Superior, Harbour Grace; Torrville, S., C. E. High, Joe Batt's Arm; Tucker, W., Methodist College; Walsh, G., R. C. Academy, Harbour Grace; Wells, H. A., C. E. High, Carbonear; Wornell, J., Methodist College.

SECOND DIVISION.—(*In alphabetical order.*)

Baggs, S., Methodist Superior, Salem; Batson, H. H., C. E., English Harbour; Batson, V. C., C. E., English Harbour; Bennett, F., Bishop Feild College; Bishop, L., Bishop Feild College; Brown, W. B., C. E., Pool's Island; Burke, J. M., St. Bonaventure's College; Butt, L. G., Methodist, Blackhead; Caldwell, C. E., C. C. C. S., Kelligrews; Cashin, R. J. M., St. Bonaventure's College; Chislett, C., Bishop Feild College; Coady, P. M., Private Study, Burin North; Conran, P., R. C., Colliers; Crane, R. J., Bishop Feild College; Curtis, G. S., Methodist, Blackhead; Eagan, W., R. C. Superior, King's Cove; Ellis, A. J., St. Bonaventure's College; Flynn, G. D., R. C. High, Avondale;

Francis, C., Methodist Superior, Salem ; Gardner, A. E., Private Study, Bonne Bay ; Garland, H., Methodist Superior, Lr. Island Cove ; Green, W., Methodist Superior, Old Perlican ; Head, J. J., R. C. Superior, Fortune Harbour ; Healey, F. P., R. C. High, Avondale ; Hiscock, H. J., C. E. High, Fogo ; Hollands, F., C. E. High, Trinity ; Hollands, J., Bishop Feild College ; Hopkins, R. N., C. E. High, Heart's Content ; Humphries, P., Methodist, Cape Freels ; Keegan, K. J., St. Bonaventure's College ; Kelley, C., R. C. Academy, Harbour Grace ; Kennedy, J. J., C. C. C. S., Kelligrews ; Keough, J. J., St. Bonaventure's College ; King, E. G., Methodist, Bauline ; Le Drew, B. W., C. C. C. S., Kelligrews ; Le Grow, L., Methodist Superior, Salem ; Lilly, R., Bishop Feild College ; Little, B., Methodist Superior, Bonavista ; Ludlow, J. C., C. E. High, Fogo ; Lunnen, C. S., C. E. High, Twillingate ; MacDonnell, J. P., St. Bonaventure's College ; Mackay, E. L., C. E. High, Channel ; March, L. J., Methodist College ; Martin, H., Bishop Feild College ; Matthews, D., Methodist College ; McGrath, W. J., R. C. Superior, King's Cove ; Moore, J. G., St. Bonaventure's College ; Moran, M. C., Methodist Superior, Salem ; Morgan, W. I. G., C. E. High, Channel ; Nottle, G., Methodist Superior, Salem ; Norman, W., Methodist Superior, Cupids ; O'Brien, M. J., St. Bonaventure's College ; Parrott, A. G., Private Study, Long Pond ; Parsons, E. M., Bishop Feild College ; Patten, H., C. C. C. S., Kelligrews ; Perry, K., C. E. Pinchard's Island ; Pike, C., Methodist Superior, Carbonear ; Pike, Eug., Methodist Superior, Freshwater ; Pike, R., Methodist Superior, Twillingate ; Pittman, J. W., Bishop Feild College ; Ploughman, R., C. E. High, Trinity East ; Power, J., R. C. Academy, Harbour Grace ; Rendell, C., Methodist, Seldom-Come-By ; Ross, J., R. C. Academy, Harbour Grace ; Ross, W., Methodist College ; Russell, S., C. E. Academy, Bay Roberts ; Scammell, W., C. E. High, Change Islands, Seeley, T. G., Methodist, Bareneed ; Serrick, D., Methodist Superior, Harbour Grace ; Shepherd, R. W., C. E. Academy, Bay Roberts ; Short, R. J., Methodist, Tilt Cove ; Skanes, R. T., Bishop Feild College ; Smith, G., Methodist Superior, Cupids ; Smith, M., Methodist Superior, Cupids ; Snow, H. F., Methodist Superior, Twillingate ; Somerton, F. H., C. E. High, Catalina ; Spurrell, H., C. E., Pool's Island ; Squires, W. E. V., Bishop Feild College ; Taverner, C. G., Methodist, Little Bay ; Taylor, H. A., C. E., Long Pond ; Tilley, S. W., Methodist, S. W. Arm, King's Point ; Trapnell, J. H., Methodist Superior, Harbour Grace ; Wakely, H. C., Bishop Feild College ; Whelan, P. J., St. Bonaventure's College ; White, B., Methodist Superior, Catalina ; White, F., Methodist Superior, Greenspond ; White, R. C., Methodist Superior, Twillingate ; Wills, F. F., Bishop Feild College ; Wiltshire, H., Methodist Superior, Lr. Island Cove ; Winter, T. H., Bishop Feild College ; Woolfrey, J., Methodist, Lewisporte ; Woolfrey, W., Methodist College.

INTERMEDIATE GRADE (GIRLS).

HONOURS DIVISION.—(*In order of merit.*)

Mews, Eleanor F., Methodist College; Barnes, Laura, St. Bride's Academy, Littledale; Evans, Hattie, Methodist Superior, Grand Bank; Murphy, Minnie, St. Bride's Academy, Littledale; Simon, Antoinette, St. Bride's Academy, Littledale; Mifflin, Stella, St. Bride's Academy, Littledale; Dawson, Florence, Mercy Convent, Military Road; Janes, Ida M., Methodist College; Mitchell, Jennie L., Methodist Central, Burin South; Parsons, Ida, C. E. High, Change Islands; Butler, Gertie, Methodist Superior, Greenspond; Collins, Lucy, St. Bride's Academy, Littledale; Duley, Margaret I., Methodist College; Hollett, Etta, Methodist Superior, Burin, Great; McDonnell, Sarah, St. Bride's Academy, Littledale; Pittman, Eliza C., C. E. High, Tilt Cove.

FIRST DIVISION.—(*In alphabetical order.*)

Barter, Jennie, S. A. College; Bradley, Daisy J. G. L., Methodist College; Brennan, Judith, Convent, Renews; Briffett, Mabel C., Methodist College; Brown, Nellie S., Methodist College; Brushett, Flossie, Methodist Superior, Burin, Great; Burry, Minnie M., Methodist Superior, Greenspond; Byrne, Alice, St. Bride's Academy, Littledale; Caldwell, Winnie, Methodist College; Christian, Gertrude J., Methodist College; Churchill, Florence, C. E. Academy, Bay Roberts; Clarke, Lizzie, Mercy Convent, Military Road; Clement, Dora C., C. E. High, Channel; Collins, Maggie, St. Bride's Academy, Littledale; Colton, Daisy L., Bishop Spencer College; Conway, Annie, Convent, Renews; Dunfield, Kathleen A., Bishop Spencer College; Edgar, Olive, C. E. High, Greenspond; Fenwick, Ethel S., Methodist College; FitzPatrick, Alicia M. J., Mercy Convent, Military Road; Forsey, Wilhelmina, Methodist Superior, Fortune; Forward, Kathleen, Methodist Superior, Carbonear; Fry, Elsie M., Methodist College; Gardner, Rose, St. Bride's Academy, Littledale; Guy, Mary J., Methodist Superior, Twillingate; Harbin, Dulcie, Methodist Superior, Twillingate; Hennessey, Frances, R. C. High, Avondale; Hinchey, Mary, St. Bride's Academy, Littledale; Hogan, Bridget, Convent, Carbonear; Hogan, Ellen M., R. C. Superior, Northern Bay; Holmes, Eloise B., Methodist College; Horwood, Jessie I., Methodist College; Howell, Mary E., Methodist Superior, Carbonear; Howley, Lizzie, Mercy Convent, Military Road; Hull, Bertha, Methodist Superior, Twillingate; Jolliffe, Emeline F., Methodist College; Kenny, Nancy, Riverhead, Fermeuse; Lake, Maud, Methodist Superior, Fortune; Le Drew, Eliza, Methodist Academy, Brigus; Leonard, Mary, St. Bride's Academy, Littledale; Leslie, Helen, Methodist, Whitbourne; Mews, Lilla S., Methodist College; Morris, Marion K., Methodist, L. Bay Island;

Mullowney, Minnie, St. Bride's Academy, Littledale; Parsons, Jessie, C. E. High, Carbonear; Parsons, Marguerite, Methodist College; Pike, Florence J., Methodist Superior, Carbonear; Poole, Alice, Methodist Superior, Fortune; Roberts, Amelia, Methodist Superior, Twillingate; Rose, Bessie, Methodist College; Shambler, Ethel M., Bishop Spencer College; Shanahan, Lizzie, St. Bride's Academy, Littledale; Spracklin, Lizzie E., Methodist Academy, Brigus; Stack, Hannah, St. Bride's Academy, Littledale; Story, Carrie I., Methodist College; Templeman, Lizzie, C. E. High, Bonavista; Thompson, Gladys D. E., Methodist Academy, Brigus; Tobin, Alice M., Convent, Harbour Grace; Trapnell, Grace P., Methodist College; Vatcher, Jessie, Methodist Superior, Carbonear; Wagg, Bessie, Methodist Superior, Burin, Great; Wagg, Jennie, Methodist Superior, Burin, Great; Walsh, Bride, Convent, Renew's; Walsh, Teresa, St. Bride's Academy, Littledale; Whiteway, Hazel E., Methodist College; Winsor, Katie, Methodist Superior, Carbonear; Woods, Claire L., Methodist College; Young, Olive J., Methodist Superior, Twillingate.

SECOND DIVISION.—(*In alphabetical order.*)

Abbott, Mabel, C. E. High, Bonavista; Ash, Emma M., Methodist Superior, Carbonear; Aylward, Hannah, R. C. Superior, Fortune Harbour; Bailey, Caroline A., C. E. High, Harbour Grace; Balson, Florence L., C. E., Heart's Ease; Bartlett, Blanche A., Methodist Academy, Brigus; Bourne, Emma C., C. E., Pinchard's Island; Bowdring, Madeline, R. C. Superior, Bell Island; Bowers, Janie B., C. E., Nipper's Harbour; Boyle, Mary E., Methodist Superior, Carbonear; Brady, Theresa, R. C. High, Bay de Verde; Briffett, Eleanor S., Methodist College; Brown, Ellen, Methodist, Musgrave Town; Brown, Emeline, Methodist Superior, Bonavista; Brushett, Annie, Methodist Superior, Burin, Great; Brushett, Susie, Methodist Superior, Burin, Great; Budden, Eliza J., C. E. High, Carbonear; Burry, Maggie, Methodist Superior, Greenspond; Burton, Gertrude, Methodist Superior, Greenspond; Burton, Violet E., Methodist Superior, Greenspond; Butler, Emmie J., C. C. C. S., Kelligrews; Clancy, Ida, Convent, Placentia; Clarke, Lizzie, S. A. College; Clouter, Effie B., Methodist Superior, Catalina; Coady, May, Convent, Burin North; Collins, Ethel, Methodist, Flat Island; Cook, Bessie, C. E. High, Trinity East; Crane, Etta, S. A. College; Cummings, Etty, R. C., North River; Curtis, Evelyn, C. E., Pinchard's Island; Darby, Dulcie, Methodist Superior, Burin, Great; Daymond, Hope V., Bishop Spencer College; Dicks, Avelina, Methodist, Hay Cove; Dunn, Isabel D., Methodist College; Dunphy, Mary, R. C. Superior, King's Cove; Eagan, Katie A., R. C. Superior, King's Cove; Ellis, Caroline P., Bishop Spencer College; Farnham, Gladys, C. E. High, Heart's Content; Fewer, Mary A., R. C., Chapel's Cove; Findlater,

Mildred O., Bishop Spencer College; Forsey, Jessie, Methodist Superior, Grand Bank; Fowlow, Etta M., C. E., Trinity North; French, Bessie, Methodist, Moreton's Harbour; French, Gertie, Convent, Brigus; Gill, Dorcas, C. E., Pinchard's Island; Gosse, Mary F., Convent, Torbay; Grant, Annie, Convent, Burin North; Guy, Annie L., C. E. High, Trinity; Harnett, Julia, C. E., Wild Cove; Harris, May, S. A. College; Harris, Winifred A., Methodist Superior, Elliston; Healey, Rose, Convent, St. George's; Hearn, Mary, St. Bride's Academy, Litledale; Hickey, Esther, Convent, Torbay; Hollett, Hannie, Methodist Superior, Burin, Great; Hollett, Phœbe, Methodist Central, Burin South; Holmes, Ida E., Methodist, Seldom-Come-By; Hudson, Mary F., Methodist Superior, Lr. Island Cove; Inkpen, Belle, Methodist Superior, Burin, Great; Ivany, Ethel, C. E. High, Trinity East; Ivimey, Bertha W., Methodist Superior, Cupids; Jones, Laura B., Methodist, Little Bay Island; Joyce, Diadem J., Methodist College; Keates, Phœbe, Methodist, Barr'd Island; Keating, Mary, Convent, St. Georges; Kelly, Rita, Convent, Harbour Grace; Kennedy, Bertha, St. Bride's Academy, Litledale; Kennedy, Gertie, Methodist Superior, Western Bay; Kennedy, Mary, Convent, Brigus; Keough, Agatha, Convent, Carbonear; King, Katie, Methodist Superior, Salem; Knight, Gertrude A., Methodist College; Langdon, Joy, Methodist, Northern Arm; Lawler, Margaret, Private Study; Lawrence, Lilian J., Bishop Spencer College; Lewis, Tess, R. C., S. Side, Holyrood; Little, Edna, Methodist Superior, Bonavista; Locke, Nellie M., Methodist, Little Bay Island; Lockyer, Blanche, Bishop Spencer College; Lockyer, Mary C., R. C., Allan's Isle; Long, Mabel, Methodist College; Manuel, Maggie, Methodist, Exploits; Meadus, Emily, Methodist Superior, Greenspond; Mercer, Flossie, Methodist Superior, Bay Roberts; Mercer, Myra, C. E. Academy, Bay Roberts; Mercer, Naomi, Methodist Superior, Bay Roberts; Miffen, Mary, C. E. High, Bonavista; Miles, Gladys, C. E. High, Bonavista; Milley, Virtue, Methodist Superior, Western Bay; Mills, Alice M., Methodist Superior, Old Perlican; Morris, Mary, St. Bride's Academy, Litledale; Moulton, Elsie M., Methodist, Flat Island; Mullally, Elizabeth, R. C. Superior, Northern Bay; Murphy, Maggie, Convent, Brigus; Murray, Jennie M., Methodist, Adam's Cove; Newman, Annie B., C. E. High, Twillingate; Noble, Irene, Methodist, Nipper's Harbour; Norcott, Kathleen, Convent, Harbour Grace; Nurse, Gladys A., Bishop Spencer College; Oake, Gertrude M., C. E. High, Change Islands; O'Brien, Annie, St. Bride's Academy, Litledale; O'Donnell, Lulu, St. Bride's Academy, Litledale; O'Donnell, Patricia, St. Bride's Academy, Litledale; Oke, Maggie, C. E. High, Harbour Grace; O'Reilly, Annie, Convent, Placentia; Osmond, Dorothy, Methodist, Moreton's Harbour; Patten, Sarah, Methodist Superior, Grand Bank; Pearcey, Florence M., Bishop Spencer College; Penney, Mary T.,

R. C. Superior, Fortune Harbour; Penney, Nellie, Methodist, Seldom-Come-By; Perry, Gladys, Methodist Superior, Fogo; Reid, Elsie B., Private Study, Springdale Street; Reid, Nelly, C. E., Heart's Delight; Rice, Hannah, C. E., South Side; Ridout, Alma, Methodist College; Roberts, Alberta, Methodist Superior, Twillingate; Roberts, Lillie L., Methodist, Twillingate; Rowsell, Deborah, Methodist Superior, Bonavista; Shanahan, Angela, R. C. Superior, Bell Island; Shea, Lizzie, R. C. Superior, Fortune Harbour; Snow, Etta, Methodist Superior, Bay Roberts; Spencer, Flossie, Methodist Superior, Fortune; Spracklin, Flora B., Methodist Superior, Cupids; Stevenson, Amy G., Methodist College; Stuckless, Blanche, Methodist, Twillingate; Taylor, Annie G., Methodist College; Taylor, Eugenie, Methodist College; Taylor, Madge, Methodist College; Thompson, Florence, Methodist Academy, Brigus; Thorne, Catherine, Convent, Torbay; Tompkins, Maggie, St. Bride's Academy, Littledale; Torraville, Beatrice M., C. E. High, Fogo; Webber, Daisy M., Methodist, Tilt Cove; Wellon, Ethel W., Methodist College; Wells, Betsie, C. E. High, Joe Batt's Arm; Whelan, Mary A., R. C., Colliers; Whelan, Mary B., R. C., Colliers; Williams, Katie B., C. Training School; Winsor, Emma, Methodist Superior, Wesleyville; Winsor, Ida, Methodist, Tilt Cove; Winsor, Lizzie, Methodist Superior, Wesleyville; Woolfrey, Ida, Methodist, Moreton's Harbour; Young, Maggie H., C. E. High, Greenspond.

PRELIMINARY GRADE (BOYS).

HONOURS DIVISION. — (*In order of merit.*)

McGrath, W. C., St. Bonaventure's College; Dewey, B. P., Methodist Superior, Greenspond West; Knight, H. S., St. Bonaventure's College; Stick, M., Methodist College; Costigan, R. R., St. Bonaventure's College; Croucher, L. R., Bishop Feild College; Taylor, L. L., Methodist Superior, Carbonear; Ellis, F. A., Bishop Feild College; Matthews, T. J., C. E. High, Burgeo; Edens, J. F., St. Bonaventure's College; Shears, B. H., Bishop Feild College; Browne, W. J., St. Bonaventure's College; Manuel, D., Methodist, Exploits; Devereux, F. J., St. Bonaventure's College; Jolliffe, A., Methodist College; Duff, G., R. C. Academy; O'Hagen, E. G., St. Bonaventure's College.

FIRST DIVISION.—(*In alphabetical order.*)

Baggs, W., Methodist Superior, Salem; Barter, C., R. C. High, Bay de Verde; Bartlett, D., Methodist College; Batten, K. M., C. E., Coley's Point;

Bishop, E. G., Methodist Superior, Greenspond West; Bishop, M. J., Methodist Superior, Greenspond West; Brien, T., St. Bonaventure's College; Brown, B., Methodist Superior, Bonavista; Brown, F., Methodist Superior, Elliston; Brown, H., Methodist Superior, Bonavista; Butler, H. W., Methodist Superior, Greenspond West; Butler, I., C. E. High, Trinity East; Carmichael, T. C., Presbyterian College; Carter, L. J., C. E. High, Channel; Cole, C. L., Methodist Superior, Elliston; Connors, J. M., R. C. Boys' Superior, Placentia; Costello, M., R. C. High, Conception; Costello, M., R. C., Kitchues; Coughlan, G. D., St. Bonaventure's College; Curtis, V., Methodist, Burgeo; Darby, H. W., Methodist Central, Burin South; Davis, A., Methodist Superior, Greenspond West; Dawe, F., Methodist Superior, Cupids; Dewey, W. J., Methodist Superior, Greenspond West; Elliott, E., C. E. High, Change Islands; Elliott, W. S., C. E. High, Bonavista; Ethridge, G., C. E., Salmon Cove; Fifield, I., C. E. High, Bonavista; Flett, H. W., Bishop Feild College; French, W., St. Bonaventure's College; Gear, J. J., St. Bonaventure's College; Grandy, J., C. E., Bay L'Argent; Gushue, G., Methodist College; Gushue, W. G., C. E., Brigus; Haliburton, J. P., C. E., Woody Point; Hartery, J., St. Bonaventure's College; Hawker, W. C., C. E. High, Carbonear; Hayes, M. J., R. C. Academy; Hefferton, S. J., C. E., Newtown; Hickey, P., R. C. Academy; Hicks, J., Methodist Superior, Elliston; Hillyard, R. E., Methodist Superior, Salem; Howell, C. R., Presbyterian College; Jameson, C., Presbyterian College; Jensen, A. C., C. E., Harbour Breton; Kennedy, P. J., St. Bonaventure's College; Lake, B., Methodist Superior, Fortune; Legge, P., C. E. High, Heart's Content; Le Mesurier, R. H., Bishop Feild College; Lench, W. H., Methodist Superior, Freshwater; Lindsay, H., Methodist College; Mahaney, M. C., C. E. High, Carbonear; Mahoney, L. P., R. C. High, Conception; Martin, R. W., Bishop Feild College; McEvoy, J. F., St. Bonaventure's College; McGettigan, J. W. M., St. Bonaventure's College; Miles, H. J., C. E. High, Bonavista; Moore, L. J., R. C. Academy; Morgan, R. S., Methodist Superior, Clarke's Beach; Morris, E., Methodist College; Myrick, P., St. Bonaventure's College; O'Brien, P. J., St. Bonaventure's College; Parsons, A., Methodist Superior, Wesleyville; Parsons, M., Methodist Superior, Grand Bank; Pelley, E. I., Methodist, Lewisporte; Penny, G., C. E., English Harbour; Primmer, G., Methodist, Barr'd Islands; Reid, E., Methodist, Green's Harbour; Rendell, C., C. E. High, Heart's Content; Saunders, R., Private Study; Small, C., Methodist, Moreton's Harbour; Stewart, W., R. C., Harbour Breton; Thistle, F. J., St. Bonaventure's College; Thoms, J. E., C. E. High, Carbonear; Tilly, C., Methodist Superior, Elliston; Torraville, H., C. E. High, Fogo; White, A. C., C. E. High, Catalina;

Wiley, A., Methodist College; Wilson, A. M., Methodist College; Yates, W. F., Methodist, King's Point; Young, S., R. C., Mt. Cecilia.

SECOND DIVISION.—(*In alphabetical order.*)

Abbott, F., Methodist, Musgrave's Harbour; Adey, C. A., Methodist, Hants Harbour; Andrews, D. R., C. E., Upper Gullies; Angel, H., Methodist College; Ash, W. J., Amalgamated, Grand Falls; Ashbourne, E. L., Methodist Superior, Twillingate S.; Aylward, R., Admiral's Cove, Fermeuse; Baggs, G., Methodist Superior, Salem; Barnes, J., C. E., Topsail; Barrett, R., C. E., Blaketown; Bastow, L., Methodist College; Batstone, A. E., Methodist, Nipper's Harbour; Batstone, E., Methodist, English Harbour; Bishop, A., Bishop Feild College; Bishop, P., Methodist Superior, Wesleyville; Black, J. T., St. Bonaventure's College; Boyle, F. W., Methodist Superior, Carbonear; Brace, A., Methodist, Green's Harbour; Bradley, E. D., Methodist, Lewisporte; Brett, A. F., Methodist, Springdale; Brett, L., C. E. High, Joe Batt's Arm; Brown, H. M., C. E. High, Bonavista; Brown, J., Methodist, Central, Burin South; Budgell, P., Methodist, Pilley's Island; Bugden, A., Methodist College; Bart, G., Methodist College; Butler, C., S. A. College; Butler, D. L., C. E., Harbour Buffett; Butler, O., St. Bonaventure's College; Butler, R. H., C. E., Burnthead; Butler, T. M., R. C. High, Holyrood; Butt, A. J., C. E. High, Heart's Content; Byrne, T. F., St. Bonaventure's College; Carroll, J. P., R. C. Academy, Harbour Grace; Carroll, J. T., R. C. Boys' Superior, Placentia; Chafe, E. R. A., Bishop Feild College; Clarke, F. H., Methodist, Springdale; Clarke, G. R., Methodist Superior, Brigus; Collins, M. B., R. C. Boys' Superior, Placentia; Collins, W. G., C. E., Spaniards Bay; Colton, M., S. A. College; Connors, E., R. C. Academy, Harbour Main; Cook, B., C. E. High, Trinity East; Cornick, S. F., Bishop Feild College; Cotter, T., C. E., New Perlican; Coughlan, E., St. Bonaventure's College; Cram, S. M., Methodist, Green's Harbour; Cramm, J., Methodist Superior, Salem; Crane, W. T., C. E. High, Channel; Crewe, F., C. E. High, Burgeo; Dawe, K. M., C. E., Topsail; Dawe, T., C. E., Coley's Point; Dawe, W., C. E., Upper Gullies; Day, C. A., Methodist Superior, Old Perlican; Dee, A. J., St. Bonaventure's College; Devereux, T. F., R. C. High, Avondale; Duley, L., Methodist College; Dunn, J. P., St. Bonaventure's College; Dunn, R., Methodist Superior, Salem; Dunphy, T. J., St. Bonaventure's College; Dwyer, J., R. C. Superior, Bell Island; Edgar, E., C. E. High, Greenspond East; Ellis, E. Bishop Feild College; Evans, J., Convent, St. Jacques; Fennell, W. J., R. C. High, St. Brendans; Fennemore, R., Methodist, Barr'd Islands; Field, L., Bishop Feild College; Fitzgerald, J. C., Bishop Feild College; Flynn, J., St. Bonaventure's College;

Forsey, C., Methodist Superior, Grand Bank; Forsey, M., Methodist Superior, Grand Bank; Fortune, T. J., St. Bonaventure's College; Fox, C. B. J., St. Bonaventure's College; Fraser, O., Methodist College; Freake, E. D., Methodist, Lewisporte; Gabriel, E. B., C. E., Salmon Cove; Garland, J., S. A. College; Garland, M., Methodist Superior, L. Island Cove; Garland, S., S. A. College; Garland, S., Methodist Superior, L. Island Cove; George, A. E., C. E. High, Heart's Content; Gillis, J., Highlands; Gladney, W., St. Bonaventure's College; Gorman, P., R. C. Academy, Harbour Main; Grandy, G. S., Methodist, Garnish; Green, J., Methodist, Scilly Cove; Hardy, W., C. E. Academy; Harris, F. J., St. Bonaventure's College; Harris, G. G., Methodist, Burgeo; Healy, P., R. C. Academy, Harbour Main; Hearn, P. J., R. C., Tilt Cove; Hibbs, J. L., C. E., Topsail; Hillyard, W. J., R. C. High, Conception; Hogan, M. F., R. C. Academy; Hoskins, J., St. Bonaventure's College; Howell, D., Methodist Superior, Carbonear; Howell, W. S., S. A., Carbonear; Howse, R., Methodist, Tilt Cove; Inkpen, H., Methodist Central, Burin South; Ivany, G., Methodist, English Harbour; Jackman, G., St. Bonaventure's College; Jackman, R. C., Bishop Feild College; Janes, R., Methodist Superior, Grand Bank; Jennings, E., C. E., Springdale Street; Jerrett, E., Bishop Feild College; Kelly, H., C. E., Coley's Point; Kennedy, L. A., R. C. Academy, Harbour Grace; King, A., C. E., New Bonaventure; King, D., C. E., New Bonaventure; Knee, P., Bishop Feild College; Knight, W. C., Presbyterian College; Larnier, C., St. Bonaventure's College; Lawrence, H. A., C. E. High, Bonavista; Leamy, M., St. Bonaventure's College; Le Drew, R. B., Bishop Feild College; Le Grow, F., Presbyterian College; Le Marquand, M., Methodist College; Manuel, J., Methodist, Exploits; Manuel, S. R., Methodist, Lewisporte; Martin, H. G., Bishop Feild College; Martin, W., Methodist College; Matthews, W., C. E., New Perlican; Maunder, R., Methodist College; May, W., C. E. High, Tilt Cove; Mercer, J., C. E. Academy; Mercer, J. W., Methodist Superior, Harbour Grace; Mews, J. C., Methodist, Bell Island; Mifflin, J., C. E. High, Greenspond East; Miles, Hu. J., C. E. High, Bonavista; Mitchell, S. D., Methodist Central, Burin South; Moore, D., Methodist College; Moore, F. A., C. E., Springdale Street; Moore, J. F., R. C. High, Avondale; Moore, T., R. C. High, Holyrood; Morgan, J., C. E., Burnthead; Mouland, R., Methodist, Musgrave Harbour; Murley, J., Methodist, Marystown; Murley, S., Methodist, Marystown; Nicol, J. F., Presbyterian College; O'Brien, F. W., R. C. Academy, Harbour Grace; Oke, A. A. D., Presbyterian College; O'Leary, J., St. Bonaventure's College; Osmond, O., C. E., Moreton's Harbour; Page, B., Bishop Feild College; Pardy, G. W., C. E., Springdale Street; Parrott, A., C. E., Scilly Cove; Parrott, L., C. E., Scilly Cove; Parrott, M.,

Methodist, Scilly Cove; Parsons, A., Methodist College; Parsons, F. J., R. C. Boys', Burin North; Parsons, P., Methodist, Cat Harbour; Patten, J., Methodist Superior, Grand Bank; Patten, W., Methodist Superior, Grand Bank; Payne, L., Bishop Feild College; Pearce, S. R., Methodist Superior, Twillingate S.; Peney, J., R. C. Academy, Harbour Main; Penney, W. F., Methodist Superior, Carbonear; Perry, H., Methodist, Carmanville; Perry, W., Methodist, Barr'd Islands; Phillips, C., Methodist College; Piercey, H. M., S. A., Scilly Cove; Piercey, W., C. E., Scilly Cove; Pike, C. A., Amalgamated, Grand Falls; Pike, H. P., C. E. High, Carbonear; Pike, R. T., Amalgamated, Grand Falls; Pike, S., Methodist Superior, Carbonear; Pippy, C., Methodist College; Poole, C., R. C., Colliers; Poole, F., Methodist Superior, Fortune; Pope, A. S., Methodist Superior, Fogo; Power, J., C. E. High, Carbonear; Power, P., R. C., Mt. Carmel, Salmonier; Power, W. D., St. Bonaventure's College; Randell, A., C. E., Barr'd Islands; Randell, H., C. E. High, Trinity East; Randell, L., C. E. High, Trinity East; Raymond, W. H., C. E. High, Catalina; Reid, S., C. E., Heart's Delight; Richards, G., Methodist, Bareneed; Rockwood, G., C. E., Springdale Street; Rose, J., Methodist Superior, Grand Bank; Ross, C. A., C. E. High, Harbour Grace; Rowsell, A., Methodist, Glenwood; Saunders, P. S., C. E. High, Carbonear; Scott, R. C., Methodist, Hants Harbour; Sellars, F. M., C. E., Springdale Street; Shaw, A., C. E., Sandy Point; Short, R. M., C. E., New Bonaventure; Sinnott, J., St. Bonaventure's College; Skeffington, S., Bishop Feild College; Skinner, E., Convent, St. Jacques; Smith, F., Methodist Superior, Fortune; Smith, R., Methodist College; Smith, W., R. C., Harbour Breton; Snelgrove, I. J., Methodist Superior, Catalina; Somerton, E. F., Methodist Superior, Catalina; Stapleton, S., R. C., Marystown; Stone, M., C. E., O. Bonaventure; Strong, N. W., Methodist, Little Bay Island; Sullivan, J. P., R. C. Superior, King's Cove; Sullivan, M. E., R. C. Superior, King's Cove; Sweetland, E., C. E. High, Twillingate; Taylor, E. R., Methodist Superior, Carbonear; Taylor, F., C. E., Moreton's Harbour; Thomey, J. A., St. Bonaventure's College; Tobin, M., R. C. Superior, Dunville; Tobin, P. J., St. Bonaventure's College; Turtle, G., Methodist, Shearstown; Verge, J., C. E., Scilly Cove; Wade, P. J., R. C. High, Conception; Walsh, J. A., St. Bonaventure's College; Way, B. E., Bishop Feild College; Wellman, E., Bishop Feild College; White, F., Methodist Superior, Greenspond West; Wilcox, E., C. E., Brigus; Wilkinson, G., C. E., Springdale Street; Winsor, E., Methodist Superior, Wesleyville; Woodford, A., R. C. Academy, Harbour Main; Woods, J., Methodist College; Woundy, B., Methodist Superior, Grand Bank; Young, J. B., Presbyterian College.

PRELIMINARY GRADE (GIRLS).

HONOURS DIVISION.—(*In order of Merit.*)

Saunders, Louisa M., C. E. High, Greenspond East; Cram, Lilian A., Methodist, Green's Harbour; O'Connor, Bride, St. Bride's, Littledale; Pittman, Eda, C. E. High, Tilt Cove; Jackman, Nellie, St. Bride's, Littledale; Rowsell, Annette M., C. E. High, Bonavista; Avery, Susie, Convent, Burin North; Brushett, Beatrice, Methodist Superior, Burin, Great; Butt, Mary H., Methodist Superior, Freshwater; Dyett, Rita, Convent, St. Jacques; O'Ryan, Gertrude F., Convent, Conception; Courage, Susie, C. E. High, Harbour Grace; Peters, Helen S., Methodist College; Roche, Mary, Convent, St. George's.

FIRST DIVISION.—(*In alphabetical order.*)

Abbott, Mary, C. E. High, Bonavista; Bartlett, May, Mercy Convent, Military Road; Bennett, Sophia, Methodist, Exploits; Bishop, Diana, C. E., Burnthead; Blackall, Reeta C., Bishop Spencer College; Blackmore, Miriam B., Methodist, Tilt Cove; Bourden, Dulcie, Methodist, Bluff Head Cove; Brown, Mary A., Methodist Central, Burin South; Brushett, Mildred, Methodist Superior, Burin, Great; Bungay, Emily, Convent, Burin North; Burke, Blanche, Convent, St. Jacques; Butt, Emily, Methodist Superior, Western Bay; Carter, Mary, C. E. High, Greenspond East; Cashin, Mary, Mercy Convent, Military Road; Clarke, Georgianna T., Methodist Superior, Grand Bank; Coffin, Florence, C. E. High, Joe Batt's Arm; Conway, Violet, St. Bride's, Littledale; Cooke, Eileen, Mercy Convent, Military Road; Cullen, Elizabeth, Convent, Torbay; Curtin, Helen, Presentation Convent, St. John's; Curtin, Mary, Presentation Convent, St. John's; Davis, Ethel M., Methodist Superior, Freshwater; Davis, Flora, Methodist Superior, Freshwater; Davis, Mabel E., Methodist Superior, Greenspond West; Davis, Stella A., Methodist, Safe Harbour; Delany, Stella, Convent, St. George's; Duncan, Ruth B., Methodist College; Dyett, Lena, Convent, St. Jacques; Earle, Lizzie M., C. E. High, Change Islands; Edens, Gertrude, Mercy Convent, Military Road; Farwell, Elsie C., Methodist, Pardy's Island; Fitzgerald, Mary, Mercy Convent, Military Road; Flynn, Mary C., Convent, Harbour Grace; Foley, Eliz. M., Convent, Harbour Grace; Ford, Ann A., C. E. High, Bonavista; Grant, Ruth E., Methodist College; Griffin, Lizzie, Convent, Conception; Groves, Rebecca, C. E. High, Bonavista; Harnett, Bethina E., C. E., Lamaline; Hatch, Alice M., R. C., Red Head Cove; Hayward, Amy, Methodist Superior, Twillingate, S.; Hearn, Mary, Convent, Conception; Hillyard, Ethel M., Methodist Superior,

Salem ; Hoban, Violet A., Methodist Central, Burin South ; Hollett, Sarah E., Methodist Central, Burin South ; Hopkins, Lizzie S., Methodist Superior, Carbonear ; Inkpen, Classie, Methodist Central, Burin South ; Jones, Amy, C. E. High, Trinity East ; Jones, Lilian B. A., Methodist, Little Bay Island ; Keating, Mary F., Convent, Harbour Main ; Kelly, Hilda M., Mercy Convent, Military Road ; Kendall, Rachel, Methodist College ; Kennedy, Lillie, Mercy Convent, Military Road ; King, Millicent, Methodist Superior, Fortune ; Lahey, Susie T., Methodist, Green's Harbour ; Lanning, Josephine S., C. E., Leading Tickles ; Lee, Ethel, Convent, St. Jacques ; Legge, Lucy, C. E., Heart's Delight ; Mahar, Mary, R. C., Mt. Cecilia ; March, Hilda, Methodist, Carew Street ; McDonald, Gertie, R. C., Cove Road ; McGrath, Mary, Convent, Torbay ; Mifflin, Lillian M., C. E. High, Harbour Grace ; Newman, Dorothy, Methodist Superior, Twillingate S. ; Oake, Ida J., C. E. High, Change Islands ; O'Connor, Mary A., Presentation Convent, St. John's ; O'Hanlon, Eileen, R. C., Portugal Cove ; O'Neil, Mary E., Presentation Convent, St. John's ; O'Sullivan, Louise, Presentation Convent, St. John's ; Patten, Lucy, Methodist Superior, Grand Bank ; Payne, Nellie K., C. E. High, Fogo ; Penney, Ella M., Methodist College ; Penny, Marguerite, Convent, St. Jacques ; Perry, Susie, Methodist, Carmanville ; Pike, Ellen A., C. E., Lamaline ; Pittman, Merab L., Methodist Superior, Greenspond West ; Ploughman, Sophie, C. E. High, Trinity East ; Power, Norah, Mercy Convent, Military Road ; Power, Theresa M., Presentation Convent, St. John's ; Pratt, Nellie B., Methodist College ; Pugh, Mollie, C. E. High, Harbour Grace ; Quinn, Kitty, St. Bride's, Littledale ; Read, Selina L., C. E. High, Channel ; Roberts, Georgina, Methodist, Bluff Head Cove ; Ryan, Jane, Convent, St. George's ; Sansome, Jessie, Saltons ; Sceviour, Amelia, Methodist, Exploits ; Sheehan, Annie, Convent, Renew's ; Short, Gladys A., Methodist, Tilt Cove ; Sims, Dorothy D., C. E., Harbour Breton ; St. John, Nellie, Convent, Conception ; Sullivan, Mary, Convent, Harbour Main ; Taylor, Julia, S. A. College ; Taylor, Susie, Methodist Central, Burin South ; Thorne, Agnes, Convent, Torbay ; White, Lucy M., Methodist Superior, Greenspond West ; Wilson, Apolina A., Methodist College ; Yates, Nellie B., Methodist, King's Point ; Young, Hettie, Convent, St. Jacques.

SECOND DIVISION.—(*In alphabetical order.*)

Abbott, Malinda, C. E., Port au Bras ; Abbott, Mary M., C. E., Springdale Street ; Allen, Mary, C. E., Woody Point ; Anthony, Ada I., Methodist, Seldom-Come-By ; Ash, Maisie, C. E. High, Channel ; Baggs, Clara, Methodist Superior, Salem ; Baggs, Lenora, Methodist, S. W. Arm, New Bay ; Bailey, Maud G., C. E. High, Harbour Grace ; Baker, Cecilia, R. C., Marystown ; Baker, Janet, C. E. High, Fogo ; Ball, Susie, Methodist, Laurenceton ; Banfield,

Laura P., C. E., Bay L'Argent; Barnes, Ada I., Presbyterian College; Barnes, Gwendoline G., Methodist, Tilt Cove; Barnes, May, Methodist, Pilley's Island; Barrett, Ethel, Presbyterian College; Barron, Annie, Convent, Placentia; Barron, Maud, R. C. Superior, Dunville; Barter, Nellie, S. A. College; Bennett, Angela, R. C. High, Holyrood; Benson, Mamie, Methodist, Portugal Cove; Bowering, Eva, C. E., Coley's Point; Bowman, Jean N., C. E., Coley's Point; Bradbury, Gertrude, Methodist College; Bradley, Ida, Methodist, Musgrave Harbour; Branton, Lily E. V., Methodist, Hants Harbour; Brennan, Agnes, R. C. High, Bay Roberts; Brett, Daisy, C. E. High, Joe Batt's Arm; Brett, Elsie, Methodist, Moreton's Harbour; Brown, Annie M., R. C., Barron Island; Brown, Barbara, Methodist Superior, Bonavista; Buckley, Bella, Mercy Convent, Military Road; Burt, Bessie, Methodist, Green's Harbour; Butler, Elsie M., S. A., Greenspond East; Butler, Mary L., R. C. High, Holyrood; Butt, Louie, Methodist Superior, Western Bay; Callahan, Mollie, R. C., Riverhead; Cantwell, Sarah, Amalgamated, Grand Falls; Carroll, Winnie, Convent, Harbour Grace; Casey, Gertrude, Convent, Harbour Grace; Churchill, Blanche, Methodist, Portugal Cove; Churchill, Fannie, C. E. Academy, Bay Roberts; Churchill, Gertrude M., Methodist, Pardy's Island; Churchill, Jessie, Methodist, New Bay, Clarke, Bessie S., Methodist, Spaniards Bay; Clarke, May F., R. C. High, Avondale; Cleary, Winnie, R. C. High, Bay Roberts; Clouter, Sophie G., Methodist, Elliston; Cobb, Laura, C. E. High, Joe Batt's Arm; Collett, Lilius K., C. E., Harbour Buffett; Collins, Eliza, Methodist, Flat Island; Combie, Lucy M., R. C., Barron Island; Cornick, Ina, Bishop Spencer College; Cosh, Hannah, Methodist, Britannia Cove; Costigan, Cecilia, Convent, Harbour Main; Crocker, Carrie, St. Bride's, Littledale; Crowell, Gineva, Methodist, Glenwood; Crummey, Daisy M., Methodist Superior, Western Bay; Cull, Eliza, C. E., Barr'd Islands; Cullen, Johanna, R. C., Kitchues; Cunningham, Ivy M., C. E. High, Burgeo; Cunningham, Marian D., C. E. High, Burgeo; Curtis, Cordelia, Methodist, Burgeo; Dalton, Margaret, Convent, Harbour Main; Davis, Ada C., Methodist, Safe Harbour; Davis, Hazel, Methodist Superior, Freshwater; Dawe, Effie G., C. E. Academy, Bay Roberts; Dawe, Ella, Methodist College; Day, Annie, Methodist Superior, Old Perlican; Day, Ella M., Salt Harbour; Delaney, Mary, R. C. High, Bay Roberts; Devereux, Katie, R. C. High, Avondale; Dove, Blanche, S. A. College; Doyle, Clara, R. C. High, Avondale; Driscoll, Fannie, Methodist, New Melbourne; Driscoll, Jennie G., Convent, Conception; Ducey, Anna, R. C., Marystown; Duder, Jessie, Methodist, Pilley's Island; Dunphy, Mary E., R. C. Superior, Tor's Cove; Dwyer, Lily, S. A. College; Dyett, Bessie, Convent, St. Jacques; Dyke, Maggie, Methodist Superior, Greenspond West; Edgecombe, Lizzie, Methodist, Parade Street;

Elliott, Florence, Methodist, Crowhead; Ezekiel, Agatha, Convent, Harbour Main; Fifield, Nellie M., Methodist Superior, Catalina; Fitzgerald, Minnie, R. C., Mobile; Ford, Maggie, Methodist, Shambler's Cove; Freeman, Ethel, Presbyterian College; French, Lillian, Presbyterian, Harbour Grace; French, Martha, Convent, Brigus; Fry, Sarah B., Methodist College; Galliot, Susie, C. E., Woody Point; Gardner, Clara, C. E., Springdale Street; Gardner, Flora H., Methodist Superior, Catalina; Gardner, Lucy F., C. E., Lance Cove, Smith Sound; Garland, Gladys; Methodist, Carew Street; Gibbons, Eliza P., Methodist, Cat Harbour; Gillespie, Katie, R. C., Chapel Side; Godden, Julia, Methodist College; Gosse, Elizabeth, Convent, Torbay; Gosse, Mary B., Convent, Torbay; Grandy, Annie M., C. E., Garnish; Green, Florence M., C. E. High, Greenspond East; Green, Isabel, Bishop Spencer College; Green, Marion B., Methodist Superior, Old Perlican; Green, Sarah M., Methodist, Hants Harbour; Greenland, Minnie P., C. E., Coley's Point; Griffin, Bride, Convent, Conception; Grimes, Emma, Methodist, Spaniards Bay; Gulliford, Laura J., Methodist, Hants Harbour; Gushue, Beatrice, Methodist Superior, Brigus; Gushue, Lily, Methodist College; Guy, Mary B., C. E. High, Trinity; Haliburton, Eleanor, C. E., Woody Point; Hall, Gertie, R. C., Cove Road; Hanham, Kathleen, St. Bride's, Littledale; Hanniford, Leanie, Methodist Superior, Burin, Great; Hannon, Anastasia, Convent, Harbour Main; Harbin, Irene, Methodist Superior, Twillingate S.; Harding, Beatrice M., Methodist Superior, Greenspond West; Harding, Jessie, Methodist Superior, Greenspond West; Hare, Eliz. I., C. E. High, Burgeo; Harriman, Bertha M., Amalgamated, Millertown; Harris, Hattie, C. E. High, Bonavista; Harris, Jessie, Methodist Superior, Bonavista; Harris, Sarah, Methodist Superior, Grand Bank; Hayward, Olive, Bishop Spencer College; Hayward, Vera, Bishop Spencer College; Head, Edith, C. E. High, Joe Batt's Arm; Healey, Lizzie, Convent, St. George's; Hearn, Maggie F., R. C., Colliers Ridge; Herder, Jean, Methodist College; Hewitt, Mary, C. E., Barr'd Islands; Hiscock, Jessie, Methodist Superior, Brigus; Hobbs, Minnie, C. E., Heart's Delight; Hoffman, Bride, Convent, Renews; Hollett, Beatrice, Methodist Superior, Burin, Great; Hollett, Mabel, Methodist Superior, Burin, Great; Howell, Bertha, Methodist Superior, Carbonear; Howell, Maggie, Methodist, Somerville; Howse, Daisy, Methodist, North West Arm; Howse, Fanny, Methodist, North West Arm; Hudson, Annie G., Methodist, Adam's Cove; Hussey, Sarah L., R. C., Upper Island Cove; Hutchings, Edith, Methodist, Botwoodville; Hutchings, Irene, Methodist College; Hyde, Annie B., C. E. High, Fogo; Hyde, Daisy, Methodist Superior, Grand Bank; Hyde, Dorothy, C. E. High, Fogo; Ings, Mary, Methodist, Kettle Cove; Inkpen, Minnie, Convent, Burin North; Jackman, Florence, R. C. Superior, Bell Island; Janes, Mariana, Methodist Superior,

Salem; Joyce, Winnie M., Methodist Central, Burin South; Kane, Phenie, Convent, Renew's; Kean, Sophie, Methodist, Brookfield; Kearley, Elsie, C. C. C. S., Belleoram; Kelland, Gladys, C. E., Lamaline; Kelly, Bride, R. C. High, Avondale; Kelly, Lillian J., C. E., Upper Gullies; Kendall, Marion E., Methodist College; Keough, Sarah, R. C. Superior, Tilting; King, Esther, Methodist Superior, Fortune; King, Mabel, Methodist Superior, Salem; King, Martha, R. C., Small Point; Kingsbury, Mary A., C. E. High, Twillingate; Lahey, Mary, C. E., Heart's Delight; Lake, Alice, Methodist Superior, Fortune; Lambert, Eliza, Methodist Superior, Harbour Grace; Lawlor, Mary, R. C., Portugal Cove; Lawton, Lizzie, R. C. Superior, King's Cove; Layman, Nellie C., C. E. High, Fogo; Legge, Ethel, C. E., Petty Harbour; Le Grow, Annie, Methodist Superior, Salem; Le Roux, Ada, Convent, St. George's; Letts, Alice, Bishop Spencer College; Lilly, Flora, St. Bride's, Littledale; Lindahl, Selma A., Methodist, Glenwood; Lodge, Margaret R., Methodist Superior, Catalina; Lodre, Bethia, C. E. High, Change Islands; Lorenzen, Nellie E., Methodist, Garnish; Luby, Katie M., R. C. Superior, Tor's Cove; Lucas, Carrie, Methodist Superior, Grand Bank; Luff, Amanda J., Methodist, Barr'd Islands; Lunnen, Meda F., C. E. High, Twillingate; Lyver, Alice, R. C., Waldron's Cove; Lyver, Maud, R. C., Waldron's Cove; Maddock, Margaret, Methodist Superior, Carbonear; Manuel, Meta, Methodist, Exploits; March, Gladys R., Methodist, Green's Harbour; March, Hilda B., Methodist Superior, Old Perlican; March, Winifred M., Methodist Superior, Old Perlican; Marshall, Emma M., Methodist Superior, Bay Roberts; Martin, Emily, C. E., Woody Point; Martin, Florrie, C. E. High, Tilt Cove; Martin, Hazel F., Methodist, Bell Island; Martin, Mary A., Convent, Torbay; Matthews, Lilian, C. E. High, Burgeo; Matthews, Maud, C. E. High, Burgeo; Maunder, Flossie, G. C. Tr. School; Mayers, Miriam, Mercy Convent, Military Road; Mayo, Lily F., Methodist, Pardy's Island; McFatridge, Penelope, C. E., Sandy Point; McIsaac, Anne, Convent, St. George's; Mead, Ellen, C. E., Hermitage; Melendy, Eliz. M., Methodist Superior, Greenspond West; Mercer, Bessy, Methodist Superior, Bay Roberts; Mercer, Flora E., Methodist Superior, Bay Roberts; Miffen, Maud, C. E. High, Bonavista; Miffen, Vivia A., C. E. High, Bonavista; Miles, Ada H., C. E. High, Bonavista; Miles, Laura M., C. E. High, Catalina; Miller, Bessie, Bishop Spencer College; Miller, Victoria M., C. E. High, Joe Batt's Arm; Mills, Florence, Methodist, Pilley's Island; Moore, Ettie B., Methodist College; Moore, Louie, S. A., Bay Roberts; Moores, Annie E., Methodist Superior, Freshwater; Moores, Susanna, Methodist Superior, Freshwater; Morgan, Elfreda, C. E., Burnthead; Morgan, Elizabeth V., Presbyterian College; Morris, Aggie, Bishop Spencer College; Moulton, Beatrice, Methodist Superior, Burin, Great; Moulton, Ida, Methodist, Flat

Island; Mundy, Louise, Mercy Convent, Military Road; Murphy, Maria M., R. C. Superior, King's Cove; Mursell, Clara, Methodist, Little Bay Island; Mursell, Margaret I., Methodist, Little Bay Island; Nash, Caroline, R. C., Branch; Neal, Maud, Methodist College; Neary, Agnes, R. C., Portugal Cove; Newhook, Mabel, Bishop Spencer College; Oake, Clara O., C. E. High, Change Islands; O'Callahan, Mary, R. C., Riverhead; O'Flaherty, Fannie, R. C. Superior, Northern Bay; Oldford, F. Lily, Methodist Superior, Freshwater; Oldford, Hilda, Methodist, Musgrave Town; O'Neill, Mary, Convent, Renew's; O'Neill, Philomena, R. C. High, Holyrood; Parrott, Lilian, C. E., Scilly Cove; Parsley, Mary, Convent, Harbour Main; Parsons, Asenath, Methodist, Cat Harbour; Parsons, Hazel B., Methodist Superior, Harbour Grace; Parsons, Lizzie W., C. E. High, Harbour Grace; Parsons, Mildred, C. E. Academy, Bay Roberts; Parsons, Rosa M., C. E. High, Harbour Grace; Parsons, Violet L., C. E. Academy, Bay Roberts; Parsons, Winifred, Methodist, Cutwell Arm; Patten, Bessie, Methodist Superior, Grand Bank; Payne, Alice, C. E., South Side; Peach, Gladys E., Methodist Superior, Carbonear; Penney, Katie, Convent, Burin North; Penney, Victoria B., C. E., Keels; Penwill, Charlotte, Methodist Superior, Grand Bank; Petipas, Ethel, St. Bride's, Littledale; Pieroway, Annie M., C. E., Sandy Point; Pieroway, Ethel M., C. E., Sandy Point; Pieroway, Stella, C. E., Sandy Point; Pike, Mary, Convent, Burin North; Pinsent, Phœbe, S. A., Dildo; Pitcher, Mary M., C. E., O. Bonaventure; Pitcher, Sarah, Methodist, Scilly Cove; Pollett, Lucy, S. A., Dildo; Pond, Theresa, Methodist Superior, Greenspond West; Power, Annie, R. C., Cupids; Power, Bridget, Presentation Convent, St. John's; Power, Lizzie, Methodist Superior, Harbour Grace; Power, Monica, R. C., Marystown; Preston, Beatrice M., C. E. High, Twillingate; Pretty, Laura E., S. A., Dildo; Quilty, Lizzie, Convent, St. George's; Quirk, Catherine J., R. C. Superior, Fortune Harbour; Randell, Annie M., C. E. High, Bonavista; Raymond, Annie M., C. E. High, Catalina; Reader, Mamie, Methodist, Musgrave Town; Reeves, Hannah M., C. E., Garnish; Reid, Delilah, C. E., Heart's Delight; Rendell, Alice G., C. E. High, Heart's Content; Richards, Myra S., Methodist, Bareneed; Rideout, Amelia, Methodist, North West Arm; Rideout, Mary J., Methodist, Somerville; Robbins, Tryphena, Methodist, North West Arm; Roberts, Gertie, Methodist, Bluff Head Cove; Roche, Emma, R. C., Branch; Rockett, Maggie, R. C., Mt. Cecilia; Rodway, Ida S., C. E., Garnish; Rogers, Adela M., Methodist Superior, Catalina; Rogerson, Fannie, St. Bride's, Littledale; Roil, Harriet R., Presbyterian College; Roper, Laura E., Methodist College; Rose, Mary, Convent, Placentia; Rose, May, Methodist Superior, Grand Bank; Rowe, Lavinia A., Methodist, Lewisporte; Rowe, Sophia S., C. E. High, Trinity; Rowsell, Mary, Methodist, Glenwood; Russell, Beatrice,

Methodist, Carmanville; Russell, Maud, Methodist, Musgrave Harbour; Ryan, Annie B. M., C. E. High, Trinity; Ryan, Ellen M., Convent, Harbour Grace; Ryan, Isabel, R. C., St. Joseph's; Ryan, Lizzie, Convent, Placentia; Seeley, Jemima, Methodist, Bareneed; Shea, Veronica M., R. C. Superior, Fortune Harbour; Sheppard, Bertha J., C. E., Spaniards Bay; Sheppard, Minnie, St. Bride's, Littledale; Simmons, Hazel, Amalgamated, Grand Falls; Sims, Mabel E., C. E., Harbour Breton; Smart, Marie, St. Bride's, Littledale; Smith, Irene M., C. E., Harbour Buffet; Smith, Virtue B., C. E., Coley's Point; Snow, Ethel, Methodist Superior, Clarke's Beach; Somerton, Cecily, C. E., Portugal Cove; Spencer, Winnie, Methodist Superior, Fortune; Squires, Louise, Bishop Spencer College; Stafford, Lily, Bishop Spencer College; Steele, Isabel M., Methodist College; Stewart, Martha, R. C., Harbour Breton; Stone, Frances M., Methodist College; Strong, Ella, S. A. College; Strong, Elsie, Methodist, Three Arms; Strong, Gertie M., Methodist, Jackson's Cove; Stuckless, Jessie, Methodist Superior, Twillingate S.; Sullivan, Mary A., R. C. Superior, King's Cove; Sweetland, Sarah, C. E. High, Bonavista; Taylor, Flora M., C. C. C. S., Port de Grave; Taylor, Gladys, Methodist College; Taylor, Laura, Methodist Superior, Carbonear; Thistle, Clarice M., Methodist, King's Point; Thistle, Delphine, Methodist, King's Point; Thistle, Rowena M., Methodist, Little Bay Island; Tibbo, Hazel, Methodist Superior, Grand Bank; Tiller, Annie B., Methodist Superior, Wesleyville; Tobin, Katie, Convent, Trepassey; Tobin, May, R. C. Superior, Dunville; Toms, Annie, C. E. High, Tilt Cove; Torraville, Alice, Methodist Superior, Fogo; Trickett, Rachel M., C. E., Spout Cove; Tucker, Ida M., Bishop Spencer College; Vasey, Eureka, Methodist College; Vincent, Dorcas R., Methodist College; Wade, Clara, Convent, Conception; Walsh, Bride, Methodist, Whitbourne; Walsh, Mary, Convent, Conception; Walsh, Mary, R. C. High, Holyrood; Walsh, Mina, R. C., Bacon Cove; Waterman, Janet R., C. E. High, Change Islands; Waterman, Maud, C. E. High, Change Islands; Wheeler, Gertie, S. A., Greenspond East; Whelan, Margaret, Convent, Placentia; Whelan, Martina, R. C. High, St. Brendans; White, Beatrice E., Methodist Superior, Greenspond West; White, Nellie A., C. E. High, Twillingate; White, Sarah J., Methodist Superior, Greenspond West; Whiteway, Blanche, Methodist, Musgrave Harbour; Whiteway, Gertie M., Methodist, Centenary Hall; Williams, Ellen, Convent, Carbonear; Wiltshire, Annie B., Methodist Superior, Catalina; Winsor, Beatrice, C. E. High, Carbonear; Wiseman, Sarah J., R. C. Superior, Fortune Harbour; Woodland, Rose H., Methodist Superior, Greenspond West; Woolfrey, Elsie M., Methodist, Lewisporte; Woundy, Hilda, Methodist Superior, Grand Bank; Yetman, Selina, C. E. High, Harbour Grace; Young, Maud C., Methodist Superior, Twillingate S.

PRIMARY CERTIFICATE EXAMINATION.

Abbott, A., Methodist, Newman's Cove; Abbott, Annie, R. C., Oderin; Abbott, Jessie, Methodist Superior, Bonavista; Abbott, L., Methodist, Musgrave Harbour; Abbott, N., Methodist, Musgrave Harbour; Adams, F. W., Methodist, Tilt Cove; Adams, Maggie, Convent, Harbour Grace; Adams, Maud, Methodist Superior, Old Perlican; Alcock, Alice, C. E. High, Harbour Grace; Andrews, Alberta, C. E., Poole's Island; Andrews, Gertrude, C. C. C. S., Port de Grave; Angel, Jean E., Methodist College; Anstey, Blanche, Methodist, Little Harbour; Anstey, Ettie, Methodist, Little Harbour; Anstey, I., C. E., Fair Island; Anstey, Louisa M., Methodist, Little Harbour; Anthony, Beatrice E., C. E., Barr'd Islands; Anthony, Lily E., Methodist Superior, Fogo; Anthony, Minnie, S. A., Pilley's Island; Ash, Emily A., C. E. High, Harbour Grace; Ashford, J., R. C., Hall's Town; Avery, J., S. A. College; Ayre, R., Methodist College.

Babstock, Annie, Methodist, Parade Street; Baker, J., R. C., Marystown; Baker, W., C. E., Fogo; Baldwin, Agnes, C. C. C. S., Pouch Cove; Bannister, W., C. E. High, Trinity East; Barbour, M. J., Methodist, Newtown; Barnes, C. G., Methodist, Topsail; Barnes, Nina M., Methodist, Centenary Hall; Barrett, J., S. A. College; Barron, Jennie, R. C., Jersey-side; Barter, Ida, S. A. College; Bartlett, E., C. E., Burin West; Bartlett, Emma, C. E., Bareneed; Bartlett, Hazel, C. E., La Scie; Bartlett, Lizzie W., C. E., Bareneed; Bartlett, Verena, C. E., Burin West; Batson, Sarah G., C. E., English Harbour; Battcock, Teresa, R. C., Mt. Cecilia; Batten, A. S., C. E., Bareneed; Batten, S., Methodist Superior, Clarke's Beach; Beecham, Bertha, Methodist, Bareneed; Bemister, Annie E., Methodist Superior, Freshwater; Bennett, Bertha, Methodist Superior, Fortune; Bennett, G., Methodist Superior, Grand Bank; Bennett, May, Methodist Superior, Fortune; Bennett, R., Bishop Feild College; Bennett, S., C. E. High, Carbonear; Bishop, A., C. E., Coley's Point; Bishop, C. G., C. E., Springdale Street; Bishop, Jessie H., Methodist, Burin South; Bishop, J. H., C. C. C. S., Port de Grave; Bishop, Phebe, C. E., Coley's Point; Blackmore, C., C. E. High, Tilt Cove; Blanchard, Angela, Convent, St. George's; Blanche, Neila, R. C., Jersey-side; Blundon, C., C. E., Bay de Verde; Bolger, J., R. C. High, Torbay; Bolt, Bessie, Bishop Spencer College; Bonnell, Olive M., C. E., Lamaline; Boone, H., S. A. College; Boorne, B. R., Methodist Superior, Greenspond West; Bowers, Rhoda, C. E., Nipper's Harbour; Bowles, W., Methodist, Marystown; Boyce, P. P., Methodist, Little Harbour; Boyd, Florence, Methodist, Tizzard's Harbour; Boyles, Annie E., Methodist, Little Bay; Boyles, A. H., Methodist, Little Bay; Bradbury, Marion M., C. E. High, Heart's Content;

Bradley, Dorcas, Methodist, Musgrave Harbour; Bradley, Katie, Methodist Superior, Bonavista; Bragg, Bessie, Methodist, Shambler's Cove; Brett, C., Methodist, Moreton's Harbour; Brett, Naomi, C. E. High, Joe Batt's Arm; Brett, P. K., Methodist, Glenwood; Brett, S. R., C. E. High, Joe Batt's Arm; Brien, Monica, R. C., Bay Bulls; Broderick, J. T., R. C., St. Brendans; Brooks, Elsie, Methodist, Cutwell Arm; Brown, Clarice, S. A. College; Brown, Ethel, Methodist, Bluff Head Cove; Brown, Jennie, Methodist Superior, Grand Bank; Brown, Katie, R. C., Barron Island; Brown, Kerenhappuch, C. E., Fair Island; Brown, Laura, Methodist Superior, Bonavista; Brown, P. N., Methodist, Laureceton; Brown, Rebecca, C. C. C. S., King's Cove; Brown, Rhoda M., R. C., Barron Island; Bruce, Lizzie, R. C., Long Harbour; Brunnock, Bridgett M., R. C., St. Michaels; Brushett, Lottie, Methodist, Burin Great; Bryant, Minnie, C. E., Heart's Delight; Budden, J., C. E. High, Carbonear; Budgell, Laura, C. E., Wild Cove; Bugden, Clara A., Methodist, Epworth; Bugden, Isabel, Methodist, English Harbour; Bugden, Violet P., Methodist, Epworth; Bungey, Evelyn M., Methodist, Summerville; Burden, C. H., Methodist, Petrie Valley; Burdock, J., C. C. C. S., Belleoram; Burfitt, A., R. C., Marystown; Burke, C. H., S. A., Carbonear; Burrige, Blanche, Methodist, Centenary Hall; Burry, Barbara, Methodist, Bunyan's Cove; Burry, Clara M., Methodist Superior, Greenspond West; Burry, Mary E., Methodist Superior, Greenspond West; Burry, Minnie A., Methodist, Safe Harbour; Burry, Stella A., Methodist Superior, Greenspond West; Bursay, Blanch E., Methodist Superior, Old Perlican; Bursay, M. J., Methodist, Lower Island Cove; Burt, F., Methodist Superior, Twillingate; Bussey, H., Methodist, Bareneed; Butler, C., Methodist, Bauline; Butler, Ethel M., C. C. C. S., Kelligrews; Butler, H. R., Methodist, Centenary Hall; Butler, J., C. E. High, Trinity East; Butler, Josie, R. C., Leading Tickles; Butler, T., C. E. High, Trinity East; Butler, W., C. E., Burnthead; Butt, Agatha, R. C., Crocker's Cove; Butt, Dorcas M., Methodist, La Scie; Butt, Edna, Methodist, Centenary Hall.

Campbell, J., Methodist College; Carroll, A., R. C. High, Holyrood; Carroll, Isabella, Convent, Placentia; Carter, P., C. E. High, Channel; Case, G. H., Methodist, Salmon Cove; Cashin, E., Convent, St. George's; Cashin, Sadie, Convent, St. George's; Cave, J., C. E. High, Change Islands; Cave, May, C. E. Academy, Bay Roberts; Cavender, F. L., Methodist, Tilt Cove; Cavender, J. J., Methodist, Tilt Cove; Chafe, Susie J., C. E. High, Harbour Grace; Chaffey, D. H., C. E., Crabbes; Chalk, Vanessa, Methodist, Moreton's Harbour; Cheater, R., Methodist Superior, Greenspond; Chevalier, Beatrice, Presbyterian, Corner Brook; Chipp, W., C. E., La Scie; Chronic, Chloe, S. A., Western Head; Churchill, Ethel, Methodist, New Bay; Clarke, Florence V., Girls' C. T. College; Clarke, M., Methodist Superior, Grand Bank; Clarke, W. J.,

Methodist, Springdale; Clouston, E., Presbyterian College; Clouston, R., Presbyterian College; Cluett, G., C. C. C. S., Belleoram; Coady, R., R. C., Harbour Breton; Coady, Susanna, R. C., Bay Bulls; Coen, A. W., Bishop Feild College; Cole, H., Methodist Central, Elliston; Coles, W. J., Methodist Central, Elliston; Collier, H., Methodist, Burgeo; Collins, Clara, S. A. College; Collins, Emma C., C. E., Middle Brook, Gambo; Collins, Jessie P., Methodist, Newtown; Collins, L. P., C. E. High, Catalina; Condon, A., R. C., Mt. Cecilia; Connolly, P., R. C., Trinity; Connors, Gertie, Convent, Harbour Grace; Connors, T. P., R. C. Academy, Harbour Grace; Conway, D., R. C., Colliers; Cook, Blanche, Bishop Spencer College; Cook, Violet E., Bishop Spencer College; Coole, H., Methodist Superior, Bonavista; Coombs, Mary, Convent, Harbour Grace; Costello, Phenie, Convent, Conception; Costigan, Annie, Convent, Harbour Main; Costigan, Mary, Convent, Harbour Main; Cox, V., R. C., Harbour Breton; Crane, O. M., Bishop Feild College; Cranford, H. T., C. E., New Harbour; Crew, Florrie M., C. E., Dawson's Cove; Crocker, A. J., C. E. High, Harbour Grace; Crocker, J., S. A., Heart's Delight; Crocker, S., C. E., Heart's Delight; Croucher, Olive K., C. E. High, Harbour Grace; Crowe, Mary A., Convent, Torbay; Cullen, M. J., R. C. High, Torbay; Cummings, F., S. A. College; Cummins, Mary M., Methodist, Centenary Hall; Curnew, J., S. A. College; Curran, C., Methodist College; Curran, Katherine, Convent, Conception; Currie, Alice, C. E. High, Channel; Currie, Jennie, C. E. High, Channel.

Dalton, Naomi, Methodist, Little Catalina; Darby, W., Methodist, Burin Great; Davage, Winifred, C. C. C. S., Belleoram; Davis, Gertrude L., Methodist Superior, Harbour Grace; Davis, Mamie, Methodist, South Side, Carbonear; Davis, W., Methodist Superior, Freshwater; Dawe, H., C. C. C. S., Port de Grave; Dawe, J., C. C. C. S., Kelligrews; Dawson, Nellie, R. C. Academy, Bay Roberts; Day, E. A., C. E. High, Trinity East; Day, Sarah E., C. E., Springdale Street; Dean, Jessie, Methodist, Botwoodville; Delaney, J., R. C. Academy, Bay Roberts; Delaney, J. J., Boys' Superior, Placentia; Delaney, Tryphena, Methodist Superior, Salem; Dempster, Jessie, Methodist College; Dewey, J., Methodist Superior, Greenspond West; Diamond, Nellie, Methodist, Adam's Cove; Dicks, Winnie, C. E. High, Burgeo; Dominy, Edna M., C. E. High, Greenspond East; Doody, Johanna M., Convent, Placentia; Doyle, Norah, C. E., Upper Gullies; Drew, Angela, R. C., Bay Bulls; Duff, Helen I., C. E. High, Harbour Grace; Duffett, Mabel, R. C. High, Bay de Verde; Dunphy, Elizabeth, R. C., Red Island; Durdle, Nellie, C. E. High, Bonavista; Dwyer, Agnes, R. C. Superior, Tilting; Dwyer, Viola N., C. E. High, Harbour Grace.

Eagen, Emily E., Methodist, Trinity; Earle, A. L., C. E. High, Change Islands; Earle, G., S. A. College; Earle, W. T., Methodist, Centenary Hall;

Edwards, Gwendolyn, Bishop Spencer College; Elliott, J., Methodist, Newman's Cove; Elliott, Matilda, Methodist, Laurenceton; Emberley, R., C. E., Bay de Verde; Emberly, Mary C., R. C., Barron Island; Etsell, Bertha, C. E. High, Bonavista; Evans, Nina, Methodist, Centenary Hall; Ezekiel, Anastasia, Convent, Harbour Main; Ezekiel, Mary, Convent, Harbour Main.

Facey, C., Methodist Superior, Twillingate; Fagan, A., R. C., St. Joseph's, Salmonier; Farrell, J. M., R. C., Bay du Nord; Farrell, Mary A., R. C., Bay du Nord; Fennell, L. M., R. C., St. Brendans; Fiander, Susie, C. C. C. S., Belleoram; Fifield, H., C. E. High, Bonavista; Fitzgerald, Rita, Convent, Harbour Grace; Fizzard, Mamie, Methodist, Marystown; Fleming, Beatrice, C. E. High, Bonavista; Fleming, Florence, R. C., Allans Isle; Flynn, Madeline, Convent, Harbour Grace; Follett, Annie, Convent, Trepassey; Foote, Blanche, Methodist Superior, Grand Bank; Forsey, B., Methodist, Dark Cove, Gambo; Forsey, Maria, Methodist Superior, Grand Bank; Foster, J., C. E., Barr'd Islands; Foster, J., Methodist, La Scie; Fowler, Elizabeth, R. C., Emerald Vale; Fowlow, A., C. E. High, Trinity East; Fowlow, G., C. E. High, Trinity East; Freeman, H., Presbyterian College; French, Aletha, Methodist, Bareneed; French, Cornelia, Methodist, South Side, Carbonear; French, Marion, Methodist, Moreton's Harbour; French, Nellie, Methodist, Tizzard's Harbour; Frew, M., Amalgamated, Grand Falls; Furneaux, A., C. E., La Scie.

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Methodist, Adam's Cove ; Huelin, L., C. E. High, Channel ; Hull, A., Methodist, Bluff Head Cove ; Humphries, Eliza, Methodist Superior, Fogo ; Humphries, Kate, C. E., Fogo ; Hunt, C. J., Bishop Feild College ; Hunt, Maggie, C. E. High, Greenspond East ; Hunt, Nellie, Bishop Spencer College ; Hurley, Elsie, Methodist, Sunnyside ; Hussey, E. T. L., Bishop Feild College ; Hutchings, E. J., Methodist, Botwoodville ; Hutchings, G., Presbyterian College ; Hutchings, Helen L., Methodist College ; Hutchings, W., C. E. High, Spaniard's Bay ; Hynes, A., Methodist, Glenwood ; Hynes, Mary, R. C., St. Brendans.

Ivany, Louisa, Methodist, Britannia Cove.

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Sansome, Effie, Methodist, Saltons; Sansome, Fanny, Methodist, Saltons; Saunders, F., C. E. High, Carbonear; Scammell, Clara M., C. E. High, Change Islands; Scaplin, Florence E., Methodist College; Scott, H., C. E. High, Channel; Seeley, Lizzie, C. E. High, Channel; Seeley, Sarah E., C. E., Bareneed; Sellars, Hettie M., Methodist, Ochre Pit Cove; Senior, Rebecca, Methodist, Hay Cove; Shave, L., C. E., Fogo; Shave, W., C. E., Fogo; Shaw, Bertha M., C. E., Sandy Point; Shea, A., R. C., Barron Island; Shea, Bride, Convent, Carbonear; Sheppard, Ada M., C. E. High, Harbour Grace; Sheppard, Beatrice A., C. E. High, Harbour Grace; Sheppard, R., Bishop Feild College; Short, Bertha, S. A., Hants Harbour; Short, N., C. E., New Bonaventure; Simmonds, D. B., C. E., Harbour Breton; Simmons, Marion I., C. E. High, Harbour Grace; Skeffington, Maud, Methodist, Newman's Cove; Skinner, Bessie C., Methodist, Carmanville; Smith, Helena, Methodist Academy, Brigus; Smith, J., R. C., Harbour Breton; Smith, Margaret, Methodist, Farmers Arm; Smith, Nellie, C. E., Dildo; Snelgrove, G., Methodist, Parade Street; Snelgrove, Susie, Methodist, Lower Island Cove; Snow, F. J., Bishop Feild College; Snow, J. E., C. E., Long Pond; Snow, Violet M., Methodist Superior, Clarke's Beach; Soper, Alice E., Methodist, Lady Cove; Soper, Dora M., C. E. High, Bonavista; Soper, Isabella R., Methodist College; Soper, Susie M., Methodist, Channel; Soper, Theodora, Methodist, South Side, Carbonear; Sparkes, A., Methodist, Lower Island Cove; Sparkes, Ida, Methodist, Lower Island Cove; Sparks, G., Methodist Superior, Bay Roberts; Spencer, E., Methodist Superior, Fortune; Spencer, Effie M., C. E., Springdale Street; Spencer, T. L., Methodist Superior, Fortune; Squires, C. A., Methodist, Dark Cove, Gambo; Squires, Syretha, Methodist, Parade Street; Squires, W., Methodist, Blackhead; Steel, V. J., Bishop Feild College; Steele, Ethel, Bishop Spencer College; Stevenson, Gladys I., Methodist, Victoria; Stevenson, Lily, Methodist Superior, Bonavista; St. John, Madaline, Convent, Conception; Strathie, Annie, Methodist Superior, Bonavista; Stuckey, Minnie, C. E., Salt Harbour; Sullivan, Eileen, R. C. Superior, King's Cove; Sutton, J. C., C. E., Bay de Verde; Sutton, M., R. C., Trepassey; Swyers, Greta, Methodist Superior, Bonavista; Syme, A., Methodist College.

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Yates, Edith, Methodist, New Bay; Yates, Lily B., Methodist, New Bay; Yetman, M. J., Methodist Superior, Harbour Grace; Young, Bessie, Methodist Superior, Twillingate.

DISTINCTION LISTS, 1910.

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ENGLISH LITERATURE.

Cooper, Annie, Methodist College ; Oke, Gladys, Bishop Spencer College ; Morris, K., Methodist College.

HISTORY.

Barron, J. A., St. Bonaventure's College ; Mews, Gwendoline, Methodist College ; Keating, F. J., St. Bonaventure's College ; Frazer, Mary, Methodist College.

GEOGRAPHY.

(None.)

ELEMENTARY MATHEMATICS.

Curtis, P., Methodist College ; Bishop, G., Methodist College.

MECHANICS.

Payne, H., Bishop Feild College ; Parsons, R. A., Bishop Feild College.

NAVIGATION.

Neary, E. J., St. Bonaventure's College.

FRENCH.

Carmichael, Rose, Presbyterian College; Mews, Gwendoline, Methodist College; Frazer, Mary, Methodist College; Hatcher, W., Methodist College; Joyce, Mary, Methodist College; Barron, J. A., St. Bonaventure's College; Cooper, Annie, Methodist College; Bishop, G., Methodist College; Fenwick, C., Methodist College; MacDonnell, Nora, Private Study, Torbay.

LATIN.

Carmichael, Rose, Presbyterian College; Barron, J. A., St. Bonaventure's College; Curtis, P., Methodist College; Fenwick, C., Methodist College; Frazer, Mary, Methodist College; Costello, Gertrude, Mercy Convent, Military Road; Hatcher, W., Methodist College; Joyce, Mary, Methodist College; Mews, Gwendoline, Methodist College.

GREEK.

(None.)

LIGHT AND HEAT.

(None.)

CHEMISTRY.

Curtis, P., Methodist College; Morris, K., Methodist College.

HYGIENE.

Oke, Gladys, Bishop Spencer College.

LOGIC.

(None.)

SHORTHAND.

(None.)

THEORY AND PRACTICE OF EDUCATION.

Edgecombe, A., Methodist College; Morris, K., Methodist College; Cooper, Annie, Methodist College; Crummey, W., Methodist College; Diamond, A., Methodist College; Ivimey, S., Private Study, Channel; Parsons, R. A., Bishop Feild College.

ART SUBJECTS.

(None.)

 INTERMEDIATE GRADE.

SCRIPTURE HISTORY.

Ploughman, J., C. E. High, Trinity East.

ENGLISH.

Evans, Hattie, Methodist Superior, Grand Bank; Collins, Lucy, St. Bride's Academy, Littledale; K. S. M., Private Study, Torbay; Trebble, J., Bishop Feild College; Cluett, V., C. C. C. S., Belleoram; Fraser, D., Methodist College; Mews, Eleanor F., Methodist College; Parsons, Ida, C. E. High, Change Islands; Rowsell, H. J. R., C. E. High, Bonavista; Davis, J., Methodist Academy, Brigus; Howell, Mary E., Methodist Superior, Carbonear; Janes, Ida M., Methodist College; Pike, Eug., Methodist Superior, Freshwater; Trapnell, Grace P., Methodist College; Barnes, Laura, St. Bride's Academy, Littledale; Crawford, E. H., St. Bonaventure's College; Crocker, J., C. E. High, Carbonear; Mifflin, Stella, St. Bride's Academy, Littledale; Murphy, W. McC., Methodist Superior, Catalina; Scammell, J. H., C. E. High, Change Islands; Taylor, Annie G., Methodist College; Winsor, Katie, Methodist Superior, Carbonear; Crummey, L. G. T., Methodist Superior, Western Bay; Duley, Margaret I., Methodist College; Dunfield, Kathleen A., Bishop Spencer College; Murphy, Minnie, St. Bride's Academy, Littledale; Pike, Florence J., Methodist Superior, Carbonear; Rolls, H., C. E. High, Bonavista; Rose, Bessie, Methodist College; Savage, M. J., St. Bonaventure's College; Squires, W. E. V., Bishop Feild College; Brushett, Flossie, Methodist Superior, Burin, Great; Coady, P. M., Private Study, Burin North; Davis, J. S., Methodist College; Duchmin, N. M., St. Bonaventure's College; Eustace, T., Bishop Feild College; Fiefield, L., C. E. High, Bonavista; Forbes, W., Methodist Superior, Bonavista; Forward, Kathleen, Methodist Superior, Carbonear; Hollett, Etta, Methodist Superior, Burin, Great; Hull, Bertha, Methodist Superior, Twillingate; Jensen, F. E., C. E., Harbour Breton; Keegan, K. J., St. Bonaventure's College; Knight, F. H., St. Bonaventure's College; Lawrence, S., C. E., Bay L'Argent; Pittman, Eliza C., C. E. High, Tilt Cove; Ploughman, J., C. E. High, Trinity East; Simon, Antoinette, St. Bride's Academy, Littledale; Spracklin, Lizzie E., Methodist Academy, Brigus; Stagg, M., Methodist Superior, Greenspond; Whiteway, Hazel E., Methodist College; Woods, Claire L., Methodist College.

HISTORY.

Mews, Eleanor F., Methodist College ; Trebble, J., Bishop Feild College ; Duley, Margaret I., Methodist College ; Caldwell, Winnie, Methodist College ; Fenwick, Ethel S., Methodist College ; Hinchey, Mary, St. Bride's Academy, Littledale ; Jensen, F. E., C. E., Harbour Breton ; Taylor, W., Bishop Feild College.

GEOGRAPHY.

Wills, F. F., Bishop Feild College ; Brett, S., Bishop Feild College ; King, A., Private Study, English Harbour ; Bailey, Caroline A., C. E. High, Harbour Grace ; Crocker, J., C. E. High, Carbonear ; Edgecombe, A. H., Methodist, Parade Street ; Fowlow, R., C. E. High, Trinity East ; Horwood, Jessie I., Methodist College ; Jensen, F. E., C. E., Harbour Breton ; Laing, E., C. E. High, Carbonear ; Powell, W. Methodist Superior, Bonavista ; Clement, Dora C., C. E. High, Channel ; Dunfield, Kathleen A., Bishop Spencer College ; Ivany, Ethel, C. E. High, Trinity East ; Oakley, H. S., Methodist Superior, Greenspond ; Oke, E. L., Bishop Feild College ; Parsons, Marguerite, Methodist College ; Ploughman, J., C. E. High, Trinity East ; Rowsell, H. J. R., C. E. High, Bonavista ; Shambler, Ethel M., Bishop Spencer College ; Taylor, W., Bishop Feild College.

ARITHMETIC.

Mews, Eleanor F., Methodist College ; Stagg, M., Methodist Superior, Greenspond ; Tucker, W., Methodist College ; Edgecombe, A. H., Methodist, Parade Street ; Forbes, W., Methodist Superior, Bonavista ; Keating, P. R., St. Bonaventure's College ; Loughlin, C. J., Methodist, Flat Island ; Oke, E. L., Bishop Feild College ; Trebble, J., Bishop Feild College ; Barnes, Laura, St. Bride's Academy, Littledale ; Crocker, J., C. E. High, Carbonear ; Duchmin, N. M., St. Bonaventure's College ; Hollands, F., C. E. High, Trinity ; Barnes, H. F. J., St. Bonaventure's College ; Crummey, L. G. T., Methodist Superior, Western Bay ; Moores, H., Methodist, Blackhead ; Oakley, H. S., Methodist Superior, Greenspond ; Pincock, J. A., Methodist Superior, Greenspond ; Squires, W. E. V., Bishop Feild College ; Ashbourne, T., Methodist College ; Brett, S., Bishop Feild College ; Clement, Dora C., C. E. High, Channel ; Conway, Annie, Convent, Renews ; Crawford, E. H., St. Bonaventure's College ; Curtis, G. S., Methodist, Blackhead ; Darby, R., Methodist Superior, Burin, Great ; Davis, J., Methodist Academy, Brigus ; Fiefield, L., C. E. High, Bonavista ; Hogan, Ellen M., R. C. Superior, Northern Bay ; Hutchings, W., Methodist College ; Janes, Ida M., Methodist College ; Laing, E., C. E. High, Carbonear ; Leonard, Mary, St. Bride's Academy, Littledale ; Ludlow, J. C., C. E. High, Fogo ; Miles, W. P.,

C. E. High, Bonavista; Murphy, Minnie, St. Bride's Academy, Littledale; Ploughman, J., C. E. High, Trinity East; Ploughman, R., C. E. High, Trinity East; Rowe, W. J., C. E. High, Heart's Content; Simms, H., Bishop Feild College; Simon, Antoinette, St. Bride's Academy, Littledale; Woodford, J. M., St. Bonaventure's College.

ALGEBRA.

Barnes, H. F. J., St. Bonaventure's College; Barter, Jennie, S. A. College; Crocker, J., C. E. High, Carbonear; Hogan, P., St. Bonaventure's College; Howell, Mary E., Methodist Superior, Carbonear; Mews, Eleanor F., Methodist College; Pittman, Eliza C., C. E. High, Tilt Cove; Butler, Gertie, Methodist Superior, Greenspond; Crawford, E. H., St. Bonaventure's College; Forbes, W., Methodist Superior, Bonavista; Forsey, Jessie, Methodist Superior, Grand Bank; Healey, F. P., R. C. High, Avondale; Janes, Ida M., Methodist College; Keating, P. R., St. Bonaventure's College; K. S. M., Private Study, Torbay; Mifflin, F. H., C. E. High, Greenspond; Moores, H., Methodist, Blackhead; Christian, Gertrude J., Methodist College; Clouter, T. E., Methodist Superior, Elliston; Dawson, Florence, Mercy Convent, Military Road; Duley, Margaret I., Methodist College; Fraser, D., Methodist College; Hull, Bertha, Methodist Superior, Twillingate; Laing, E., C. E. High, Carbonear; Mifflin, Stella, St. Bride's Academy, Littledale; Mitchell, Jennie L., Methodist Central, Burin South; Morris, Marion K., Methodist, L. Bay Island; Murphy, W. McC., Methodist Superior, Catalina; Newman, Annie B., C. E. High, Twillingate; Patten, Sarah; Methodist Superior, Grand Bank; Simon, Antoinette, St. Bride's Academy, Littledale; Staggs, M., Methodist Superior, Greenspond; Trebble, J., Bishop Feild College; Badcock, B., R. C. Academy, Harbour Grace; Barnes, Laura, St. Bride's Academy, Littledale; Burry, Minnie M., Methodist Superior, Greenspond; Crummey, L. G. T., Methodist Superior, Western Bay; Diamond, A., Methodist College; Evans, Hattie, Methodist Superior, Grand Bank; Forsey, Wilhelmmina, Methodist Superior, Fortune; Guy, Mary J., Methodist Superior, Twillingate; Hennessey, Frances, R.C. High, Avondale; Hopkins, R. N., C. E. High, Heart's Content; Lake, Maud, Methodist Superior, Fortune; Le Grow, F., Methodist Superior, Salem; Squires, W. E. V., Bishop Feild College; Collins, Lucy, St. Bride's Academy, Littledale; Crummey, R. J., Methodist Superior, Greenspond; Darby, R., Methodist Superior, Burin, Great; Davis, J. S., Methodist College; Duchmin, N. M., St. Bonaventure's College; Eustace, T., Bishop Feild College; Goodyear, B., Methodist College; Hogan, Ellen M., R. C. Superior, Northern Bay; Hollands, F., C. E. High, Trinity; Holmes, Eloise B., Methodist College; Leonard, Mary, St. Bride's

Academy, Littledale; McDonnell, Sarah, St. Bride's Academy, Littledale; Morgan, W. I. G., C. E. High, Channel; Murray, Jennie M., Methodist, Adam's Cove; Pincock, J. A., Methodist Superior, Greenspond; Rose, Bessie, Methodist College; Simms, H., Bishop Feild College; Spracklin, Lizzie E., Methodist Academy, Brigus; Steele, S. R., Bishop Feild College; Vatcher, Jessie, Methodist Superior, Carbonear; Young, Olive J., Methodist Superior, Twillingate; Ashbourne, T., Methodist College; Bishop, L., Bishop Feild College; Brushett, Flossie, Methodist Superior, Burin, Great; Clarke, J. T., Methodist Superior, Fortune; Collins, Maggie, St. Bride's Academy, Littledale; Fiefield, L., C. E. High, Bonavista; Fry, Elsie M., Methodist College; Jensen, F. E., C. E., Harbour Breton; Leslie, Helen, Methodist, Whitbourne; Loughlin, C. J., Methodist, Flat Island; Lunnen, C. S., C. E. High, Twillingate; McDonald, S., Methodist Superior, Grand Bank; Meadus, Emily, Methodist Superior, Greenspond; Oke, E. L., Bishop Feild College; O'Reilly, J. B., St. Bonaventure's College; Powell, W., Methodist Superior, Bonavista; Power, J., R. C. Academy, Harbour Grace; Rowe, W. J., C. E. High, Heart's Content; Saunders, W., C. E. High, Greenspond; Taylor, H. A., C. E., Long Pond; Taylor, H., Methodist College; Thompson, H. E., Methodist Superior, Harbour Grace; Wagg, Jennie, Methodist Superior, Burin, Great; Whiteway, Hazel E., Methodist College; Brown, Nellie S., Methodist College; Caldwell, Winnie, Methodist College; Edgar, Olive, C. E. High, Greenspond; Foote, G., Methodist Superior, Carbonear; Hudson, G. E., Methodist, Blackhead; Martin, H., Bishop Feild College; Mullowney, Minnie, St. Bride's Academy, Littledale; Pincock, T. A., Methodist Superior, Greenspond; Pittman, J. W., Bishop Feild College; Roberts, A. D., Methodist Academy, Brigus; Rowsell, H. J. R., C. E. High, Bonavista; Templeman, Lizzie; C. E. High, Bonavista; Tobin, Alice M., Convent, Harbour Grace; Trapnell, Grace P., Methodist College.

GEOMETRY.

Keating, P. R., St. Bonaventure's College; Mews, Eleanor F., Methodist College; Trebble, J., Bishop Feild College; Crawford, E. H., St. Bonaventure's College; Knight, F. H., St. Bonaventure's College; O'Reilly, J. B., St. Bonaventure's College; Stagg, M., Methodist Superior, Greenspond; Crummey, R. J., Methodist Superior, Greenspond; Evans, Hattie, Methodist Superior, Grand Bank; Forbes, W., Methodist Superior, Bonavista; Meadus, Emily, Methodist Superior, Greenspond; Barnes, H. F. J., St. Bonaventure's College; Cashin, R. J. M., St. Bonaventure's College; Christian, Gertrude J., Methodist College; Crummey, L. G. T., Methodist Superior, Twillingate; Darby, R., Methodist Superior, Burin, Great; Davis, J. S., Methodist College; Dunn, J.,

Methodist College; Martin, C., Bishop Feild College; Pincock, T. A., Methodist Superior, Greenspond; Savage, M. J., St. Bonaventure's College; Whiteway, Hazel E., Methodist College; Woodford, J. M., St. Bonaventure's College; Brown, Nellie S., Methodist College; Diamond, A., Methodist College; Duchmin, N. M., St. Bonaventure's College; Duley, Margaret I., Methodist College; Hollett, Etta, Methodist Superior, Burin, Great; Little, J. H., Methodist Superior, Bonavista; Loughlin, C. J., Methodist, Flat Island; Mews, Lilla S., Methodist College; Pincock, J. A., Methodist Superior, Greenspond; Ashbourne, T. Methodist College; Briffett, Mabel C., Methodist College; Burton, Violet E., Methodist Superior, Greenspond; Clarke, J. T., Methodist Superior, Freshwater; Dawson, Florence, Mercy Convent, Military Road; Ellis, A. J., St. Bonaventure's College; Fraser, D., Methodist College; Hennessey, Frances, R. C. High, Avondale; Hutchings, W., Methodist College; Jolliffe, Emeline F., Methodist College; Leseman, R. B., St. Bonaventure's College; Powell, W., Methodist Superior, Bonavista; Roberts, Amelia, Methodist Superior, Twillingate; Wagg, Jennie, Methodist Superior, Burin, Great; Walsh, Bride, Convent, Renews.

MECHANICS.

Davis, J., Methodist Academy, Brigus.

BOOK-KEEPING.

Brennan, Judith, Convent, Renews; Crocker, J., C. E. High, Carbonear; Loughlin, C. J., Methodist, Flat Island; Davis, J., Methodist Academy, Brigus; Dawson, Florence, Mercy Convent, Military Road; Evans, Hattie, Methodist Superior, Grand Bank; King, E. G., Methodist, Bauline; Mifflin, F. H., C. E. High, Greenspond; Rowsell, H. J. R., C. E. High, Bonavista; Saunders, W., C. E. High, Greenspond; Templeman, Lizzie, C. E. High, Bonavista; Abbott, Mabel, C. E. High, Bonavista; Burry, Minnie M., Methodist Superior, Greenspond; Butler, Gertie, Methodist Superior, Greenspond; Butt, L. G., Methodist, Blackhead; Clarke, Lizzie, Mercy Convent, Military Road; Clement, Dora C., C. E. High, Channel; Conway, Annie, Convent, Renews; Darby, R., Methodist Superior, Burin, Great; Diamond, A., Methodist College; Edgar, Olive, C. E. High, Greenspond; Fiefield, L., C. E. High, Bonavista; Flynn, G. D., R. C. High, Avondale; Forsey, Wilhelmina, Methodist Superior, Fortune; Harbin, Dulcie, Methodist Superior, Twillingate; Howell, Mary E., Methodist Superior, Carbonear; Hudson, G. E., Methodist, Blackhead; Laing, E., C. E. High, Carbonear; Le Grow, F., Methodist Superior, Salem; Little, B., Methodist Superior, Bonavista; McDonald, S., Methodist Superior, Grand Bank; Mercer, Naomi,

Methodist Superior, Bay Roberts; Moores, H., Methodist, Blackhead; Oakley, H. S., Methodist Superior, Greenspond; Parsons, Ida, C. E. High, Change Islands; Pincock, T. A., Methodist Superior, Greenspond; Roberts, Amelia, Methodist Superior, Twillingate; Roberts, A. D., Methodist Academy, Brigus; Rolls, H., C. E. High, Bonavista; Smith, M., Methodist Superior, Cupids; Thompson, Gladys D'E., Methodist Academy, Brigus; Trapnell, Grace P., Methodist College; Wagg, Jennie, Methodist Superior, Burin, Great; Walsh, G., R. C. Academy, Harbour Grace; White, R. C., Methodist Superior, Twillingate; Woodford, J. M., St. Bonaventure's College.

MENSURATION.

Keating, P. R., St. Bonaventure's College; Staggs, M., Methodist Superior, Greenspond; Barnes, H. F. J., St. Bonaventure's College; Mitchell, Jennie L., Methodist Central, Burin South; Brett, S., Bishop Feild College; Crocker, J., C. E. High, Carbonear; Crummey, L. G. T., Methodist Superior, Western Bay; Darby, R., Methodist Superior, Burin, Great; Forsey, Wilehelmina, Methodist Superior, Fortune; Lawrence, S., C. E., Bay L'Argent; Le Grow, F., Methodist Superior, Salem; Murphy, W. McC., Methodist Superior, Catalina; Butler, Gertie, Methodist Superior, Greenspond; Crewe, J., Methodist Superior, Elliston; Goodland, J., C. E. High, Bonavista; Mifflin, F. H., C. E. High, Greenspond; Miles, W. P., C. E. High, Bonavista; Parsons, E. M., Bishop Feild College; Pincock, J. A., Methodist Superior, Greenspond; Snow, H. F., Methodist Superior, Twillingate; Woodford, J. M., St. Bonaventure's College; Ashbourne, T., Methodist College; Fiefield, L., C. E. High, Bonavista; Hollett, Etta, Methodist Superior, Burin, Great; Jensen, F. E., C. E., Harbour Breton; King, Katie, Methodist Superior, Salem; Le Drew, B. W., C. C. C. S., Kelligrews; Moores, H., Methodist, Blackhead; Oakley, H. S., Methodist Superior, Greenspond; Pincock, T. A., Methodist Superior, Greenspond; Simms, H., Bishop Feild College; Templeman, Lizzie, C. E. High, Bonavista; Thompson, H. E., Methodist Superior, Harbour Grace.

NAVIGATION.

(None.)

FRENCH.

Treble, J., Bishop Feild College; Davis, J. S., Methodist College; Fraser, D., Methodist College; Guy, Mary J., Methodist Superior, Twillingate; Hogan, P., St. Bonaventure's College; Crawford, E. H., St. Bonaventure's College; Mews, Eleanor F., Methodist College; Simon, Antoinette, St. Bride's Academy, Littledale; Duchmin, N. M., St. Bonaventure's College; K. S. M.,

Private Study, Torbay ; Barnes, H. F. J., St. Bonaventure's College ; Davis, J., Methodist Academy, Brigus ; Knight, F. H., St. Bonaventure's College ; Roberts, Amelia, Methodist Superior, Twillingate ; Temple, J., Bishop Feild College ; Ashbourne, T., Methodist College ; Dawson, Florence, Mercy Convent, Military Road ; Fry, Elsie M., Methodist College ; Tobin, Alice M., Convent, Harbour Grace ; Young, Olive J., Methodist Superior, Twillingate ; Fenwick, Ethel S., Methodist College ; Harbin, Dulcie, Methodist Superior, Twillingate ; Horwood, Jessie I., Methodist College ; Jolliffe, J. C., Methodist Superior, Old Perlican ; Ledingham, P. G., St. Bonaventure's College ; Mifflin, Stella, St. Bride's Academy, Littledale ; O'Reilly, J. B., St. Bonaventure's College ; Shambler, Ethel M., Bishop Spencer College ; Briffett, Mabel C., Methodist College ; Clarke, J. T., Methodist Superior, Freshwater ; Daymond, Hope V., Bishop Spencer College ; Dunn, Isabel D., Methodist College ; Evans, Hattie, Methodist Superior, Grand Bank ; Holmes, Eloise B., Methodist College ; Murphy, Maggie, Convent, Brigus ; Pittman, Eliza C., C. E. High, Tilt Cove ; Savage, M. J., St. Bonaventure's College ; Steele, S. R., Bishop Feild College ; Winter, T. H., Bishop Feild College ; Barnes, Laura, St. Bride's Academy, Littledale ; Caldwell, Winnie, Methodist College ; Crummey, R. J., Methodist Superior, Greenspond ; Dunfield, Kathleen A., Bishop Spencer College ; Hollett, Etta, Methodist Superior, Burin, Great ; Janes, Ida M., Methodist College ; Keates, Phœbe, Methodist, Barr'd Islands ; Moores, H., Methodist, Blackhead ; Murphy, Minnie, St. Bride's Academy, Littledale ; Roberts, A. D., Methodist Academy, Brigus ; Spracklin, Lizzie E., Methodist Academy, Brigus.

LATIN.

Crawford, E. H., St. Bonaventure's College ; Keating, P. R., St. Bonaventure's College ; Mews, Eleanor F., Methodist College ; Fraser, D., Methodist College ; Murphy, Minnie, St. Bride's Academy, Littledale ; Barnes, Laura, St. Bride's Academy, Littledale ; O'Reilly, J. B., St. Bonaventure's College.

GREEK.

(None.)

GENERAL ELEMENTARY SCIENCE.

Duchmin, N. M., St. Bonaventure's College ; O'Reilly, J. B., St. Bonaventure's College ; Knight, F. H., St. Bonaventure's College ; Hogan, P., St. Bonaventure's College.

CHEMISTRY.

Dunn, J., Methodist College ; Fraser, D., Methodist College ; Davis, J. S., Methodist College ; Matthews, D., Methodist College.

HYGIENE.

Horwood, Jessie I., Methodist College ; Cluett, V., C. C. C. S., Belleoram ; Parsons, Marguerite, Methodist College ; Clouter, T. E., Methodist Superior, Elliston ; Crewe, J., Methodist Superior, Elliston ; Templeman, Lizzie, C. E. High, Bonavista.

AGRICULTURE.

(None.)

PHYSIOGRAPHY.

(None.)

PLAIN NEEDLEWORK.

Collins, Lucy, St. Bride's Academy, Littledale ; McDonnell, Sarah, St. Bride's Academy, Littledale ; O'Brien, Annie, St. Bride's Academy, Littledale ; Shanahan, Lizzie, St. Bride's Academy, Littledale ; Churchill, Florence, C. E. Academy, Bay Roberts ; Mullowney, Minnie, St. Bride's Academy, Littledale ; Tompkins, Maggie, St. Bride's Academy, Littledale ; Winsor, Katie, Methodist Superior, Carbonear ; Collins, Maggie, St. Bride's Academy, Littledale ; Gardner, Rose, St. Bride's Academy, Littledale ; Hinchey, Mary, St. Bride's Academy, Littledale ; Leonard, Mary, St. Bride's Academy, Littledale ; Stack, Hannah, St. Bride's Academy, Littledale ; Ash, Emma M., Methodist Superior, Carbonear ; Gosse, Mary F., Convent, Torbay ; Hogan, Bridget, Convent, Carbonear ; Byrne, Alice, St. Bride's Academy, Littledale ; Grant, Annie, Convent, Burin North ; K. S. M., Private Study, Torbay ; Lockyer, Mary C., R. C., Allan's Isle.

PRACTICAL MUSIC.

FitzPatrick, Alicia M. J., Mercy Convent, Military Road.

SHORTHAND.

Clarke, Lizzie, Mercy Convent, Military Road ; Conway, Annie, Convent, Renews ; Trebble, J., Bishop Feild College ; Barnes, H. F. J., St. Bonaventure's College ; Barnes, Laura, St. Bride's Academy, Littledale ; Crawford, E. H., St. Bonaventure's College ; Dawson, Florence, Mercy Convent, Military Road ; Lunnen, C. S., C. E. High, Twillingate ; Newman, Annie B., C. E. High, Twillingate ; Badcock, B., R. C. Academy, Harbour Grace ; Brady, Theresa, R. C. High, Bay de Verde ; Cluett, V., C. C. C. S., Belleoram ; Crane, Etta, S. A. College ; Hennessey, Frances, R. C. High, Avondale ; Mifflin, Stella, St. Bride's Academy, Littledale ; Murphy, Minnie, St. Bride's Academy, Littledale ; O'Brien, M. J., St. Bonaventure's College ; Burke, J. M., St. Bona-

venture's College; Collins, Lucy, St. Bride's Academy, Littledale; Collins, Maggie, St. Bride's Academy, Littledale; FitzPatrick, Alicia M. J., Mercy Convent, Military Road; Hogan, Bridget, Convent, Carbonear; Kenny, Nancy, Riverhead, Fermeuse; Keough, Agatha, Convent, Carbonear; McDonnell, Sarah, St. Bride's Academy, Littledale; O'Reilly, Annie, Convent, Placentia; Reid, Nelly, C. E., Heart's Delight; Savage, M. J., St. Bonaventure's College; Shambler, Ethel M., Bishop Spencer College; Batson, H. H., C. E., English Harbour; Lilly, R., Bishop Feild College; Shaw, G., Bishop Feild College; Walsh, G., R. C. Academy, Harbour Grace; Williams, Katie B., C. Training School; Winsor, Ida, Methodist, Tilt Cove.

TYPEWRITING AND OFFICE ROUTINE.

(None.)

SCHOOL MANAGEMENT.

Parsons, Ida, C. E. High, Change Islands; Clouter, T. E., Methodist Superior, Elliston; Crocker, J., C. E. High, Carbonear; Evans, Hattie, Methodist Superior, Grand Bank; Loughlin, C. J., Methodist, Flat Island; Pike, Eug., Methodist Superior, Freshwater; Powell, W., Methodist Superior, Bonavista; Cluett, V., C. C. C. S., Belleoram; Coady, P. M., Private Study, Burin North; Forward, Kathleen, Methodist Superior, Carbonear; Fry, Elsie M., Methodist College; Harris, Winifred A., Methodist Superior, Elliston; K. S. M., Private Study, Torbay; Laing, E., C. E. High, Carbonear; Le Drew, Eliza, Methodist Academy, Brigus; Pincock, J. A., Methodist Superior, Greenspond; Pittman, J. W., Bishop Feild College; Taylor, W., Bishop Feild College.

ART SUBJECTS.

FitzPatrick, Alicia M. J., Mercy Convent, Military Road; Keough, Agatha, Convent, Carbonear; Leonard, Mary, St. Bride's Academy, Littledale; Miffin, Stella, St. Bride's Academy, Littledale; Rolls, H., C. E. High, Bonavista; Fiefield, L., C. E. High, Bonavista; Ledingham, P. G., St. Bonaventure's College; Miles, W. P., C. E. High, Bonavista; Mullowney, Minnie, St. Bride's Academy, Littledale; O'Brien, Annie, St. Bride's Academy, Littledale; Byrne, Alice, St. Bride's Academy, Littledale; Collins, Lucy, St. Bride's Academy, Littledale; Conway, Annie, Convent, Renews; Crocker, J., C. E. High, Carbonear; Grant, Annie, Convent, Burin North; Hogan, Bridget, Convent, Carbonear; O'Donnell, Lulu, St. Bride's Academy, Littledale; O'Reilly, Annie, Convent, Placentia; Parsons, Ida, C. E. High, Change Islands; Christian, Gertrude J., Methodist College; Clancy, Ida, Convent, Placentia; Clement, Dora C., C. E. High, Channel; French, Gertie,

Convent, Brigus; Gardner, Rose, St. Bride's Academy, Littledale; Holmes, Eloise B., Methodist College; Meadus, Emily, Methodist Superior, Greenspond; Shaw, G., Bishop Feild College; Story, Carrie I., Methodist College; Thompson, H. E., Methodist Superior, Harbour Grace.

PRELIMINARY GRADE.

SCRIPTURE HISTORY.

Jones, Amy, C. E. High, Trinity East; Roche, Mary, Convent, St. George's; Coffin, Florence, C. E. High, Joe Batt's Arm; Mahaney, M. C., C. E. High, Carbonear; Pugh, Mollie, C. E. High, Harbour Grace.

ENGLISH.

Rowsell, Annette M., C. E. High, Bonavista; Dewey, B. P., Methodist Superior, Greenspond West; Lake, B., Methodist Superior, Fortune; March, Hilda, Methodist, Carew Street; O'Connor, Bride, St. Bride's, Littledale; Brushett, Beatrice, Methodist Superior, Burin Great; Groves, Rebecca, C. E. High, Bonavista; McGrath, W. C., St. Bonaventure's College; Blackall, Reeta C., Bishop Spencer College; Cram, Lilian A., Methodist, Green's Harbour; Haliburton, J. P., C. E., Woody Point; Mifflin, Lilian M., C. E. High, Harbour Grace; O'Ryan, Gertrude F., Convent, Conception; Stick, M., Methodist College; Taylor, L. L., Methodist Superior, Carbonear; Avery, Susie, Convent, Burin North; Burke, Blanche, Convent, St. Jacques; Courage, Susie, C. E. High, Harbour Grace; Hearn, P. J., R. C., Tilt Cove; Kendall, Rachel, Methodist College; Lahey, Susie T., Methodist, Green's Harbour; Miles, He. J., C. E. High, Bonavista; Myrick, P., St. Bonaventure's College; Pittman, Eda, C. E. High, Tilt Cove; Ploughman, Sophie, C. E. High, Trinity East; Saunders, Louisa M., C. E. High, Greenspond East; Bishop, M. J., Methodist Superior, Greenspond West; Brown, H., Methodist Superior, Bonavista; Butler, H. W., Methodist Superior, Greenspond West; Clouter, Sophie G., Methodist Superior, Elliston; Coffin, Florence, C. E. High, Joe Batt's Arm; Combie, Lucy M., R. C., Barron Island; Davis, Stella A., Methodist, Safe Harbour; Edgecombe, Lizzie, Methodist, Parade Street; Ethridge, G., C. E., Salmon Cove; Ford, Ann A., C. E. High, Bonavista; Gushue, Beatrice, Methodist Superior, Brigus; King, Millicent, Methodist Superior, Fortune; Manuel, D., Methodist, Exploits; Matthews, T. J., C. E. High, Burgeo; Nash, Caroline, R. C., Branch; Parsons, F. J.,

R. C. Boys, Burin North; Parsons, M., Methodist Superior, Grand Bank; Pike, Ellen A., C. E., Lamaline; Pugh, Mollie, C. E. High, Harbour Grace; Randell, Annie M., C. E. High, Bonavista; Reid, E., Methodist, Green's Harbour; Short, Gladys A., Methodist, Tilt Cove; Yates, W. F., Methodist, King's Point; Young, S., R. C., Mt. Cecilia.

HISTORY.

Burke, Blanche, Convent, St. Jacques; Young, Hettie, Convent, St. Jacques; Costigan, R. R., St. Bonaventure's College; Jones, Amy, C. E. High, Trinity East; Kennedy, P. J., St. Bonaventure's College; March, Hilda, Methodist, Carew Street; Matthews, T. J., C. E. High, Burgeo; Penney, Ella M., Methodist College; Randell, Annie M., C. E. High, Bonavista; Rowsell, Annette M., C. E. High, Bonavista.

GEOGRAPHY.

Taylor, L. L., Methodist Superior, Carbonear; Gushue, W. G., C. E., Brigus; Bailey, Maud G., C. E. High, Harbour Grace; Brown, H. M., C. E. High, Bonavista; Carter, L. J., C. E. High, Channel; Clarke, Georgianna T., Methodist Superior, Grand Bank; Cram, Lilian A., Methodist, Green's Harbour; Dewey, B. P., Methodist Superior, Greenspond West; Jameson, C., Presbyterian College; Jones, Amy, C. E. High, Trinity East; Mifflin, Lillian M., C. E. High, Harbour Grace; Pugh, Mollie, C. E. High, Harbour Grace; Saunders, Louisa M., C. E. High, Greenspond East; Wilcox, E., C. E., Brigus.

ARITHMETIC.

Dewey, B. P., Methodist Superior, Greenspond West; Batten, K. M., C. E., Cooley's Point; Bishop, M. J., Methodist Superior, Greenspond West; Costigan, R. R., St. Bonaventure's College; Cram, Lilian A., Methodist, Green's Harbour; Croucher, L. R., Bishop Feild College; Edens, J. F., St. Bonaventure's College; Hillyard, R. E., Methodist Superior, Salem; Knight, H. S., St. Bonaventure's College; Oake, Ida J., C. E. High, Change Islands; Parsons, F. J., R. C. Boys, Burin North; Payne, Nellie K., C. E. High, Fogo; Power, Theresa M., Presentation Convent, St. John's; Taylor, Julia, S. A. College; Tobin, P. J., St. Bonaventure's College; Abbott, F., Methodist, Musgrave Harbour; Ash, W. J., Amalgamated, Grand Falls; Bartlett, D., Methodist College; Butler, H. W., Methodist Superior, Greenspond West; Cashin, Mary, Mercy Convent, Military Road; Courage, Susie, C. E. High, Harbour Grace; Fitzgerald, Mary, Mercy Convent, Military Road; Hicks, J., Methodist Superior, Elliston; Legge, P., C. E. High, Heart's Content; Matthews, T. J., C. E. High, Burgeo; McGrath, W. C., St. Bonaventure's

College; Patten, Lucy, Methodist Superior, Grand Bank; White, Lucy M., Methodist Superior, Greenspond West; Yates, W. F., Methodist, King's Point; Brien, T., St. Bonaventure's College; Brushett, Beatrice, Methodist Superior, Burin Great; Carter, L. J., C. E. High, Channel; Clarke, G. R., Methodist Superior, Brigus; Costello, M., R. C., Kitchues; Ellis, F. A., Bishop Feild College; Gabriel, E. B., C. E., Salmon Cove; Gear, J. J., St. Bonaventure's College; Griffin, Lizzie, Convent, Conception; Gushue, Beatrice, Methodist Superior, Brigus; Haliburton, J. P., C. E., Woody Point; Jones, Lilian B. A., Methodist, Little Bay Island; Legge, Lucy, C. E., Heart's Delight; Martin, H. G., Bishop Feild College; O'Connor, Bride, St. Bride's, Littledale; Parsons, P., Methodist, Cat. Harbour; Read, Selina L., C. E. High, Channel; Roche, Mary, Convent, St. George's; Rose, May, Methodist Superior, Grand Bank; Saunders, R., Private Study; Shears, B. H., Bishop Feild College; Stick, M., Methodist College; Tilly, C., Methodist Superior, Elliston; Torreville, H., C. E. High, Fogo; Avery, Susie, Convent, Burin North; Bartlett, May, Mercy Convent, Military Road; Bourden, Dulcie, Methodist, Bluff Head Cove; Browne, W. J., St. Bonaventure's College; Bungay, Emily, Convent, Burin North; Carmichael, T. C., Presbyterian College; Cullen, Johanna, R. C., Kitchues; Day, Annie, Methodist Superior, Old Perlican; Ducey, Anna, Methodist, Marystown; Gardner, Lucy F., C. E., Lance Cove, Smith Sound; Hanniford, Leanie, Methodist Superior, Burin Great; Hill-yard, Ethel M., Methodist Superior, Salem; Jolliffe, A., Methodist College; King, A., C. E., New Bonaventure; King, Millicent, Methodist Superior, Fortune; Lahey, Susie T., Methodist, Green's Harbour; Mahoney, L. P., R. C. High, Conception; Moore, L. J., R. C. Academy; O'Hanlon, Eileen, R. C., Portugal Cove; Parsons, Rosa M., C. E. High, Harbour Grace; Peters, Helen S., Methodist College; Petipas, Ethel, St. Bride's, Littledale; Poole, C., R. C., Colliers; Rendell, Alice G., C. E. High, Heart's Content; Sheehan, Annie, Convent, Renews; Stewart, W., R. C., Harbour Breton; Taylor, L. L., Methodist Superior, Carbonear; Taylor, Susie, Methodist Central, Burin South.

ALGEBRA.

Davis, Stella A., Methodist, Safe Harbour; Dewey, B. P., Methodist Superior, Greenspond West; Lahey, Susie T., Methodist, Green's Harbour; Baggs, W., Methodist Superior, Salem; Brown, H., Methodist Superior, Bonavista; Brushett, Beatrice, Methodist Superior, Burin Great; Brushett, Mildred, Methodist Superior, Burin Great; Cram, Lilian A., Methodist, Green's Harbour; Dyett, Rita, Convent, St. Jacques; Le Drew, R. B., Bishop Feild College; Legge, P., C. E. High, Heart's Content; Mahoney, L. V., R. C. High, Conception; Manuel, D., Methodist, Exploits; Miles, He. J., C. E.

High, Bonavista ; Moore, J. F., R. C. High, Avondale ; Saunders, Louisa M., C. E. High, Greenspond East ; Small, C., Methodist, Moreton's Harbour ; Taylor, Susie, Methodist Central, Burin South ; Barnes, Gwendoline G., Methodist, Tilt Cove ; Brown, B., Methodist Superior, Bonavista ; Browne, W. J., St. Bonaventure's College ; Burt, Bessie, Methodist, Green's Harbour ; Butler, H. W., Methodist Superior, Greenspond West ; Butt, Mary H., Methodist Superior, Freshwater ; Clarke, May F., R. C. High, Avondale ; Croucher, L. R., Bishop Feild College ; Davis, Mabel E., Methodist Superior, Greenspond West ; Day, Ella M., Salt Harbour ; Ford, Ann A., C. E. High, Bonavista ; Grimes, Emma, Methodist, Springdale ; Inkpen, Classie, Methodist Central, Burin South ; Knight, H. S., St. Bonaventure's College ; Moore, L. J., R. C. Academy ; Newman, Dorothy, Methodist Superior, Twillingate S. ; Oake, Ida J., C. E. High, Change Islands ; O'Ryan, Gertrude F., Convent, Conception ; Pittman, Eda, C. E. High, Tilt Cove ; Roberts, Georgina, Methodist, Bluff Head Cove ; Rowsell, Annette M., C. E. High, Bonavista ; Taylor, L. L., Methodist Superior, Carbonear ; Thistle, Rowena M., Methodist, Little Bay Island ; Winsor, E., Methodist Superior, Wesleyville ; Ashbourne, E. L., Methodist Superior, Twillingate S. ; Bartlett, May, Mercy Convent, Military Road ; Bennett, Sophia, Methodist, Exploits ; Bishop, M. J., Methodist Superior, Greenspond West ; Blackall, Reeta C., Bishop Spencer College ; Blackmore, Miriam B., Methodist, Tilt Cove ; Costigan, R. R., St. Bonaventure's College ; Groves, Rebecca, C. E. High, Bonavista ; Gushue, G., Methodist College ; Haliburton, J. P., C. E., Woody Point ; Hillyard, Ethel M., Methodist Superior, Salem ; Jones, Lilian B. A., Methodist, Little Bay Island ; Joyce, Winnie M., Methodist Central, Burin South ; Kelly, Bride, R. C. High, Avondale ; King, Millicent, Methodist Superior, Fortune ; Lake, B., Methodist Superior, Fortune ; Le Mesurier, R. H., Bishop Feild College ; Manuel, J., Methodist, Exploits ; Martin, Emily, C. E., Woody Point ; Martin, Hazel F., Methodist, Bell Island ; Mifflin, J., C. E. High, Greenspond East ; Mursell, Clara, Methodist, Little Bay Island ; O'Brien, P. J., St. Bonaventure's College ; Patten, Lucy, Methodist Superior, Grand Bank ; Payne, Nellie K., C. E. High, Fogo ; Perry, Susie, Methodist, Carmanville ; Richards, Myra S., Methodist, Bareneed ; Spencer, Winnie, Methodist Superior, Fortune ; Stick, M., Methodist College ; Sweetland, Sarah, C. E. High, Bonavista ; Taylor, Julia, S. A. College ; Toms, Annie, C. E. High, Tilt Cove ; Torrance, H., C. E. High, Fogo ; Whelan, Martina, R. C. High, St. Brendans ; White, Lucy M., Methodist Superior, Greenspond West ; Baker, Janet, C. E. High, Fogo ; Batten, K. M., C. E., Coley's Point ; Bourden, Dulcie, Methodist, Bluff Head Cove ; Butt, Emily, Methodist Superior, Western Bay ; Carmichael, T. C., Presbyterian College ; Clarke, Georgianna T., Methodist Superior,

Grand Bank ; Cullen, Johanna, R. C., Kitchues ; Dewey, W. J., Methodist Superior, Greenspond West ; Fifield, I., C. E. High, Bonavista ; Gear, J. J., St. Bonaventure's College ; Greenland, Minnie P., C. E., Coley's Point ; Griffin, Lizzie, Convent, Conception ; Hawker, W. C., C. E. High, Carbonear ; Hayes, M. J., R. C. Academy ; Hopkins, Lizzie S., Methodist Superior, Carbonear ; Howell, C. R., Presbyterian College ; March, Hilda, Methodist, Carew Street ; McGrath, W. C., St. Bonaventure's College ; Mercer, J., C. E., Academy ; Pelley, E. I., Methodist, Lewisporte ; Pike, C. A., Amalgamated, Grand Falls ; Pittman, Merab L., Methodist Superior, Greenspond West ; Reid, E., Methodist, Green's Harbour ; Roche, Mary, Convent, St. George's ; Somerton, Cecily, C. E., Portugal Cove ; Trickett, Rachel M., Methodist Superior, Salem ; Turtle, G., Methodist, Shearstown ; White, Sarah J., Methodist Superior, Greenspond West ; Yates, W. F., Methodist, King's Point ; Young, Maud C., Methodist Superior, Twillingate S. ; Young, S., R. C., Mt. Cecilia ; Abbott, Mary, C. E. High, Bonavista ; Ash, W. J., Amalgamated, Grand Falls ; Bishop, Diana, C. E., Burnthead ; Bishop, E. G., Methodist Superior, Greenspond West ; Brien, T., St. Bonaventure's College ; Carter, L. J., C. E. High, Channel ; Cobb, Laura, C. E. High, Joe Batt's Arm ; Coffin, Florence, C. E. High, Joe Batt's Arm ; Davis, A., Methodist Superior, Greenspond West ; Ellis, F. A., Bishop Feild College ; Fennemore, R., Methodist, Barr'd Islands ; Fitzgerald, Mary, Mercy Convent, Military Road ; Flynn, J., St. Bonaventure's College ; French, W., St. Bonaventure's College Green, Florence M., C. E. High, Greenspond East ; Harris, Jessie, Methodist Superior, Bonavista ; Hatch, Alice M., R. C., Red Head Cove ; Hearn, Mary, Convent, Conception ; Hickey, P., R. C. Academy, Harbour Main ; Jolliffe, A., Methodist College ; Kean, Sophie, Methodist, Brookfield ; Lawrence, H. A., C. E. High, Bonavista ; Mahar, Mary, R. C., Mt. Cecilia ; Martin, H. G., Bishop Feild College ; Mercer, Flora E., Methodist Superior, Bay Roberts ; Morgan, R. S., Methodist Superior, Clarke's Beach ; Myrick, P., St. Bonaventure's College ; Pitcher, Sarah, Methodist, Scilly Cove ; Power, Norah, Mercy Convent, Military Road ; Primmer, G., Methodist, Barr'd Islands ; Richards, G., Methodist, Bareneed ; Rideout, Amelia, Methodist, North West Arm ; Short, Gladys A., Methodist, Tilt Cove ; Simmons, Hazel, Amalgamated, Grand Falls ; Sims, Dorothy D., C. E., Harbour Breton ; Thistle, F. J., St. Bonaventure's College ; White, A. O., C. E. High, Catalina ; Woundy, Hilda, Methodist Superior, Grand Bank.

GEOMETRY.

Brushett, Mildred, Methodist Superior, Burin Great ; Brushett, Beatrice, Methodist Superior, Burin Great ; Dewey, B. P., Methodist Superior, Greens-

pond West; Hearn, Mary, Convent, Conception; Hollett, Mabel, Methodist Superior, Burin Great; Butler, H. W., Methodist Superior, Greenspond West; Darby, H. W., Methodist Central, Burin South; Davis, Mabel E., Methodist Superior, Greenspond West; Hanniford, Leanie, Methodist Superior, Burin Great; Manuel, D., Methodist, Exploits; Wiseman, Sarah J., R. C. Superior, Fortune Harbour; Coughlan, G. D., St. Bonaventure's College; Knight, H. S., St. Bonaventure's College; Pittman, Merab L., Methodist Superior, Greenspond West; Strong, U. W., Methodist, Little Bay Island; Taylor, L. L., Methodist Superior, Carbonear; White, Beatrice E., Methodist Superior, Greenspond West; White, Sarah J., Methodist Superior, Greenspond West.

BOOK-KEEPING.

Inkpen, Classie, Methodist Central, Burin South; Gushue, G., Methodist College; Matthews, T. J., C. E. High, Burgeo; Dewey, B. P., Methodist Superior, Greenspond West; Haliburton, J. P., C. E., Woody Point; May, W., C. E. High, Tilt Cove; Strong, N. W., Methodist, Little Bay Island; Wiseman, Sarah J., R. C. Superior, Fortune Harbour; Bishop, E. G., Methodist Superior, Greenspond West; Brown, F., Methodist Superior, Elliston; Duff, G., R. C. Academy, Harbour Grace; Ezekiel, Agatha, Convent, Harbour Main; French, W., St. Bonaventure's College; Gulliford, Laura J., Methodist, Hants Harbour; Keating, Mary F., Convent, Harbour Main; Manuel, D., Methodist, Exploits; Stewart, W., R. C., Harbour Breton; Abbott, Mary, C. E. High, Bonavista; Adey, C. A., Methodist, Hants Harbour; Ash, Maisie, C. E. High, Channel; Avery, Susie, Convent, Burin North; Bartlett, D., Methodist College; Blackmore, Miriam B., Methodist, Tilt Cove; Brown, H. M., C. E. High, Bonavista; Bungay, Emily, Convent, Burin North; Butler, H. W., Methodist Superior, Greenspond West; Carter, L. J., C. E. High, Channel; Clarke, May F., R. C. High, Avondale; Costello, M., R. C. High, Conception; Courage, Susie, C. E. High, Harbour Grace; Crane, W. T., C. E. High, Channel; Curtin, Helen, Presentation Convent, St. John's; Darby, H. W., Methodist Central, Burin South; Davis, Mabel E., Methodist Superior, Greenspond West; Dawe, Effie G., C. E. Academy; Dawe, T., C. E., Coley's Point; Delany, Stella, Convent, St. George's; Dyett, Rita, Convent, St. Jacques; Earle, Lizzie M., C. E. High, Change Islands; Elliott, E., C. E. High, Change Islands; Elliott, W. S., C. E. High, Bonavista; Fitzgerald, Mary, Mercy Convent, Military Road; Gardner, Clara, C. E., Springdale Street; Gear, J. J., St. Bonaventure's College; Green, Sarah M., Methodist, Hants Harbour; Gushue, W. G., C. E., Brigus; Hobbs, Minnie, C. E., Heart's Delight; Hopkins, Lizzie S., Methodist Superior, Carbonear; Howse, Daisy, Methodist, North West Arm; Kean, Sophie, Methodist, Brook-

field ; Kearley, Elsie, C. C. C. S., Belleoram ; Manuel, J., Methodist, Exploits ; Manuel, S. R., Methodist, Lewisporte ; Martin, Florrie, C. E. High, Tilt Cove ; McDonald, Gertie, R. C., Cove Road ; Mercer, J., C. E. Academy ; Mifflin, J., C. E. High, Greenspond East ; Miles, He. J., C. E. High, Bonavista ; O'Leary, J., St. Bonaventure's College ; Payne, Nellie K., C. E. High, Fogo ; Pieroway, Annie M., C. E., Sandy Point ; Rideout, Amelia, Methodist, North West Arm ; Robbins, Tryphena, Methodist, North West Arm ; Roche, Mary, Convent, St. George's ; Rowsell, Annette M., C. E. High, Bonavista ; Saunders, Louisa M., C. E. High, Greenspond East ; Scott, R. C., Methodist, Hants Harbour ; Stick, M., Methodist College ; Sullivan, Mary, Convent, Harbour Main ; Sweetland, E., C. E. High, Twillingate ; Taylor, L. L., Methodist Superior, Carbonear ; Thistle, F. J., St. Bonaventure's College ; Thomey, J. A., St. Bonaventure's College ; Thoms, J. E., C. E. High, Carbonear ; Tilly, C., Methodist Superior, Elliston ; Tobin, Katie, Convent, Trepassey ; Way, B. E., Bishop Feild College ; Winsor, E., Methodist Superior, Wesleyville.

FRENCH.

McGrath, W. C., St. Bonaventure's College ; O'Hagen, E. G., St. Bonaventure's College ; Stick, M., Methodist College ; Shears, B. H., Bishop Feild College ; Edens, J. F., St. Bonaventure's College ; Kennedy, P. J., St. Bonaventure's College ; Butt, Emily, Methodist Superior, Western Bay ; Devereux, F. J., St. Bonaventure's College ; Howell, C. R., Presbyterian College ; Browne, W. J., St. Bonaventure's College ; Cram, Lilian A., Methodist, Green's Harbour ; Curtis, V., Methodist, Burgeo ; Flynn, Mary C., Convent, Harbour Grace ; Small, C., Methodist, Moreton's Harbour ; Taylor, Susie, Methodist Central, Burin South ; Brushett, Beatrice, Methodist Superior, Burin Great ; Butt, Mary H., Methodist Superior, Freshwater ; Davis, Ethel M., Methodist Superior, Freshwater ; Knight, H. S., St. Bonaventure's College ; Lindsay, H., Methodist College ; Parsons, A., Methodist Superior, Wesleyville ; Peters, Helen S., Methodist College ; Phillips, C., Methodist College ; Thorne, Agnes, Convent, Torbay ; Willey, A., Methodist College ; Avery, Susie, Convent, Burin North ; Brushett, Mildred, Methodist Superior, Burin Great ; Croucher, L. R., Bishop Feild College ; Duff, G., R. C. Academy ; Perry, W., Methodist, Barr'd Islands ; Wilson, A. M., Methodist College.

LATIN.

McGrath, W. C., St. Bonaventure's College ; Devereux, F. J., St. Bonaventure's College ; Costigan, R. R., St. Bonaventure's College ; Croucher, L. R., Bishop Feild College ; Kennedy, P. J., St. Bonaventure's College ; Jolliffe, A., Methodist College ; Knight, H. S., St. Bonaventure's College ;

Peters, Helen S., Methodist College; Shears, B. H., Bishop Feild College; Wilson, A. M., Methodist College; Edens, J. F., St. Bonaventure's College; Ellis, F. A., Bishop Feild College; Quinn, Kitty, St. Bride's, Littledale; Duff, G., R. C. Academy; Blackall, Reeta C., Bishop Spencer College; Costello, M., R. C. High, Conception; Jackman, Nellie, St. Bride's, Littledale; O'Hagen, E. G., St. Bonaventure's College; Wilson, Apolina A., Methodist College.

GENERAL ELEMENTARY SCIENCE.

(None.)

HYGIENE.

Pittman, Eda, C. E. High, Tilt Cove; Baggs, Clara, Methodist Superior, Salem; Dawe, F., Methodist Superior, Cupids; Batten, K. M., C. E., Coley's Point; Cole, C. L., Methodist Superior, Elliston; Jensen, A. C., C. E., Harbour Breton; Matthews, T. J., C. E. High, Burgeo; Grimes, Emma, Methodist, Springdale; Saunders, Louisa M., C. E. High, Greenspond East.

AGRICULTURE.

(None.)

HORTICULTURE.

(None.)

PLAIN NEEDLEWORK.

Barron, Annie, Convent, Placentia; Jackman, Nellie, St. Bride's, Littledale; Petipas, Ethel, St. Bride's, Littledale; Pittman, Eda, C. E. High, Tilt Cove; Rose, Mary, Convent, Placentia; Saunders, Louisa M., C. E. High, Greenspond East; Butt, Mary H., Methodist Superior, Freshwater; Carter, Mary, C. E. High, Greenspond East; Cashin, Mary, Mercy Convent, Military Road; Conway, Violet, St. Bride's, Littledale; Crocker, Carrie, St. Bride's, Littledale; Davis, Flora, Methodist Superior, Freshwater; Hoban, Violet A., Methodist Central, Burin South; Lilly, Flora, St. Bride's, Littledale; Martin, Mary A., Convent, Torbay; Moores, Annie E., Methodist Superior, Freshwater; O'Neill, Mary, Convent, Renew's; Quinn, Kitty, St. Bride's, Littledale; Rogerson, Fannie, St. Bride's, Littledale; Sheppard, Minnie, St. Bride's, Littledale; Smart, Marie, St. Bride's, Littledale; Wheeler, Gertie, S. A., Greenspond East; Davis, Mabel E., Methodist Superior, Greenspond West; Hatch, Alice M., R. C., Red Head Cove; Hollett, Sarah E., Methodist Central, Burin South; O'Connor, Bride, St. Bride's, Littledale; Oldford, F. Lily, Methodist Superior, Freshwater; Sheehan, Annie, Convent, Renew's;

Sullivan, Mary, Convent, Harbour Main; Bungay, Emily, Convent, Burin North; Cram, Lilian A., Methodist, Green's Harbour; Cullen, Elizabeth, Convent, Torbay; Davis, Ethel M., Methodist Superior, Freshwater; Harri-
man, Bertha M., Amalgamated, Millertown; Hanham, Kathleen, St. Bride's,
Littledale; Moores, Susanna, Methodist Superior, Freshwater; O'Sullivan,
Louise, Presentation Convent, St. John's; Roche, Mary, Convent, St. George's;
Ryan, Isabel, R. C., St. Joseph's; Farwell, Elsie C., Methodist, Pardy's
Island; Gosse, Elizabeth, Convent, Torbay; Greenland, Minnie P., C. E.,
Coley's Point; Griffin, Lizzie, Convent, Conception; McFatrige, Penelope,
C. E., Sandy Point; Pieroway, Stella, C. E., Sandy Point; Thorne, Agnes,
Convent, Torbay; Young, Hettie, Convent, St. Jacques; Brace, A., Methodist,
Green's Harbour; Clarke, May F., R. C. High, Avondale; Dyett, Rita,
Convent, St. Jacques; Edens, Gertrude, Mercy Convent, Military Road;
Green, Florence M., C. E. High, Greenspond East; Howse, Daisy, Methodist,
North West Arm; Howse, Fanny, Methodist, North West Arm; Jackman,
Florence, R. C. Superior, Bell Island; Lunnen, Meda F., C. E. High, Twillin-
gate; McGrath, Mary, Convent, Torbay; Quilty, Lizzie, Convent, St. George's;
Ryan, Lizzie, Convent, Placentia; Seeley, Jemima, Methodist, Bareneed.

PRACTICAL MUSIC.

Flynn, Mary C., Convent, Harbour Grace; Casey, Gertrude, Convent,
Harbour Grace; Jackman, Nellie, St. Bride's, Littledale.

SHORTHAND.

Barron, Annie, Convent, Placentia; Flynn, Mary C., Convent, Harbour
Grace; Keating, Mary F., Convent, Harbour Main; St. John, Nellie, Convent,
Conception; Connors, J. M., R. C. Boys' Superior, Placentia; Cooke, Eileen,
Mercy Convent, Military Road; Courage, Susie, C. E. High, Harbour Grace;
Edens, Gertrude, Mercy Convent, Military Road; Foley, Eliz. M., Convent,
Harbour Grace; Lahey, Mary, C. E., Heart's Delight; Bartlett, May, Mercy
Convent, Military Road; Buckley, Bella, Mercy Convent, Military Road;
Curtin, Helen, Presentation Convent, St. John's; Ellis, F. A., Bishop Feild
College; Fitzgerald, Mary, Mercy Convent, Military Road; Kelly, Hilda M.,
Mercy Convent, Military Road; Sullivan, Mary, Convent, Harbour Main;
Taylor, L. L., Methodist Superior, Carbonear; Aylward, R., Admiral's Cove,
Fermeuse; Browne, W. J., St. Bonaventure's College; Burke, Blanche,
Convent, St. Jacques; Dalton, Margaret, Convent, Harbour Main; Evans, J.,
Convent, St. Jacques; Flett, H. W., Bishop Feild College; Harnett, Bethina
E., C. E., Lamaline; Martin, R. W., Bishop Feild College; McDonald, Gertie,
R. C., Cove Island; O'Connor, Bride, St. Bride's, Littledale; O'Hanlon,

Eileen, R. C., Portugal Cove; O'Neil, Mary E., Presentation Convent, St. John's; O'Ryan, Gertrude F., Convent, Conception; Penny, Marguerite, Convent, St. Jacques; Power, Norah, Mercy Convent, Military Road; Power, Theresa M., Presentation Convent, St. John's; Preston, Beatrice M., C. E. High, Twillingate; Ryan, Lizzie, Convent, Placentia; Shears, B. H., Bishop Feild College; Whelan, Margaret, Convent, Placentia; Cornick, S. F., Bishop Feild College; Costello, M., R. C. High, Conception; Croucher, L. R., Bishop Feild College; Dyett, Lena, Convent, St. Jacques; Dyett, Rita, Convent, St. Jacques; Field, L., Bishop Feild College; Fitzgerald, Minnie, R. C., Mobile; Hannon, Anastasia, Convent, Harbour Main; Hatch, Alice M., R. C., Red Head Cove; Jackman, R. C., Bishop Feild College; Kingsbury, Mary A., C. E. High, Twillingate; Lee, Ethel, Convent, St. Jacques; Martin, H. G., Bishop Feild College; Mayers, Miriam, Mercy Convent, Military Road; O'Sullivan, Louise, Presentation Convent, St. John's; Page, B., Bishop Feild College; Penny, G., C. E., English Harbour; Power, Bridget, Presentation Convent, St. John's; Sheehan, Annie, Convent, Renew's; Costigan, Cecilia, Convent, Harbour Main; Curtin, Mary, Presentation Convent, St. John's; Ezekiel, Agatha, Convent, Harbour Main; Fitzgerald, J. C., Bishop Feild College; Gardner, Clara, C. E., Springdale Street; Gillis, J., Convent, Highlands; Griffin, Bride, Convent, Conception; Hearn, Maggie F., R. C., Collier's Ridge; Hearn, P. J., R. C., Tilt Cove; Hefferton, S. J., C. E., Newtown; Hillyard, W. J., R. C. High, Conception; Jackman, Nellie, St. Bride's, Littledale; Kennedy, Lillie, Mercy Convent, Military Road; Knee, P., Bishop Feild College; Legge, Lucy, C. E., Heart's Delight; Le Mesurier, R. H., Bishop Feild College; Mahoney, L. P., R. C. High, Conception; McGettigan, J. W. M., St. Bonaventure's College; Miffin, Lillian M., C. E. High, Harbour Grace; Payne, L., Bishop Feild College; Pugh, Mollie, C. E. High, Harbour Grace; Somerton, Cecily, C. E., Portugal Cove; Wade, Clara, Convent, Conception; Wellman, E., Bishop Feild College; Young, Hettie, Convent, St. Jacques.

TYPEWRITING AND OFFICE ROUTINE.

(None.)

SCHOOL MANAGEMENT.

O'Connor, Bride, St. Bride's, Littledale; Ryan, Jane, Convent, St. George's; Bishop, M. J., Methodist Superior, Greenspond West; Elliott, E., C. E., Change Islands; Lahey, Susie T., Methodist, Green's Harbour; March, Hilda, Methodist, Carew Street; Matthews, T. J., C. E. High, Burgeo.

ART SUBJECTS.

Saunders, Louisa M., C. E. High, Greenspond East; Conway, Violet, St. Bride's, Littledale; Davis, Stella A., Methodist, Safe Harbour; Jones, Lilian B. A., Methodist, Little Bay Island; Rendell, Alice G., C. E. High, Heart's Content; Ryan, Lizzie, Convent, Placentia; Avery, Susie, Convent, Burin North; Bungay, Emily, Convent, Burin North; King, Millicent, Methodist Superior, Fortune; Parsley, Mary, Convent, Harbour Main; Payne, Nellie K., C. E. High, Fogo; Clarke, Bessie S., Methodist, Springdale; Crocker, Carrie, St. Bride's, Littledale; Flett, H. W., Bishop Feild College; Ford, Ann A., C. E. High, Bonavista; Jackman, Nellie, St. Bride's, Littledale; March, Hilda B., Methodist Superior, Old Perlican; O'Connor, Bride, St. Bride's, Littledale; Petipas, Ethel, St. Bride's, Littledale; Pratt, Nellie B., Methodist College; Carter, L. J., C. E. High, Channel; Cobb, Laura, C. E. High, Joe Batt's Arm; Cole, C. L., Methodist Superior, Elliston; Collett, Liliat K., C. E., Harbour Buffett; Courage, Susie, C. E. High, Harbour Grace; Gibbons, Eliza P., Methodist, Cat Harbour; Groves, Rebecca, C. E. High, Bonavista; Lilly, Flora, St. Bride's, Littledale; McDonald, Gertie, R. C., Cove Road; Moore, Ettie B., Methodist College; Oake, Ida J., C. E. High, Change Islands; Penny, G., C. E., English Harbour; Pike, Ellen A., C. E., Lamaline; Pike, S., Methodist Superior, Carbonear; Poole, F., Methodist Superior, Fortune; Rose, Mary, Convent, Placentia; Sansome, Jessie, Saltons; Sweetland, Sarah, C. E. High, Bonavista; Waterman, Janet R., C. E. High, Change Islands; Waterman, Maud, C. E. High, Change Islands.

**LIST OF CANDIDATES TO WHOM ASSOCIATE
DIPLOMAS HAVE BEEN AWARDED.**

[The years and divisions in which Candidates have received Associate Diploma
appear opposite their names.]

Adams, J. S.	...	...	...	...	1900 (2) ; 1901 (1)
Adrain, Helen A.	...	...	...	...	1902 (2)
Anderson, J. W....	...	...	...	...	1910 (2)
Anderson, T.	...	...	...	...	1896 (2)
Archibald, H. H.	...	...	...	...	1901 (1)
Ashbourne, Violet	...	...	...	...	1910 (2)
Atkinson, H. S. ...	...	...	...	...	1897 (1)
Baggs, G.	...	...	...	...	1908 (2)
Baird, B.	...	...	...	...	1903 (1) ; 1904 (2)
Barron, J. A.	...	...	...	...	1910 Hons.
Benson, B. M.	...	...	...	...	1907 (1) ; 1908 (1)
Bernard, A. A.	...	...	...	...	1899 (2)
Bishop, C.	...	...	...	...	1909 (2)
Bishop, G.	...	...	...	...	1910 (1)
Bishop, E. M.	...	...	...	...	1903 (2)
Bishop, H. J.	...	...	...	...	1901 (2)
Bishop, John F. ...	...	...	...	...	1905 (1)
Bishop, W. L.	...	...	...	...	1909 (1)
Blair, K. M.	...	...	...	...	1900 (1)
Blatch, H. E.	...	...	...	...	1899 Hons.
Bond, H.	...	...	...	...	1902 (1)
Boone, V. G.	...	...	...	...	1903 (2)
Bradbury, W. E.	...	...	...	...	1900 (2)
Bradley, F. G.	...	...	...	...	1905 (1)
Broderick, J. G....	...	...	...	...	1901 (1)
Brown, P.	...	...	...	...	1902 (2)
Brown, W.	...	...	...	...	1909 (1)
Burke, J.	...	...	...	...	1908 (2)
Burke, V. P.	...	...	...	...	1896 (2)
Burry, L. W.	...	...	...	...	1901 (2)
Butler, B.	...	...	...	...	1907 (1)
Butt, Lynn	...	...	...	...	1907 (1)

ASSOCIATE DIPLOMAS.

87

Butt, Maud	...	...	...	...	...	1900	(2)
Butt, S.	...	...	...	...	...	1907	(1)
Butt, W. M.	...	...	...	...	...	1901	(2)
Byrne, G.	...	...	...	...	...	1910	(2)
Cahill, C. J.	...	...	...	...	...	1900	(2)
Canning, W.	...	...	...	...	...	1896 (2); 1897	(2)
Carmichael, Rose	...	...	...	...	...	1908 (1); 1909 (1); 1910	Hons.
Carter, E. L.	...	...	...	...	...	1908 (1); 1909	(1)
Carter, J. W.	...	...	...	...	...	1907 (1); 1908	Hons.
Casey, Annie J.	...	...	...	...	...	1903	(1)
Cave, W. H.	...	...	...	...	...	1901	(2)
Chafe, E.	...	...	...	...	...	1905	(1)
Chaplin, H. G.	...	...	...	...	...	1905 (2); 1906	(1)
Chipman, E. B.	...	...	...	...	...	1905	(1)
Clarke, L. B.	...	...	...	...	...	1897	(3)
Clouston, T.	...	...	...	...	...	1908 (1); 1909	(1)
Coffin, H.	...	...	...	...	...	1900	(2)
Colley, L.	...	...	...	...	...	1910	(2)
Collins, Eliza	...	...	...	...	...	1905	(2)
Collins, Emma	...	...	...	...	...	1905	(1)
Cooper, Annie	...	...	...	...	...	1910	(1)
Cornick, Amy	...	...	...	...	...	1907	(1)
Costello, Gertrude	...	...	...	...	...	1910	(1)
Cowan, J. E.	...	...	...	...	...	1897	(2)
Cram, R.	...	...	...	...	...	1909 (2); 1910	(1)
Cron, C.	...	...	...	...	...	1904 (1); 1905	(1)
Crummey, E. J.	...	...	...	...	...	1900	(2)
Crummey, W.	...	...	...	...	...	1910	(2)
Cunningham, V. W.	...	...	...	...	...	1910	(2)
Curtis, P.	...	...	...	...	...	1909 (1); 1910	Hons.
Davis, C.	...	...	...	...	...	1909	(2)
Daw, W. F.	...	...	...	...	...	1908	(1)
Dawe, Emma	...	...	...	...	...	1896	(2)
Dawe, May	...	...	...	...	...	1897	(2)
Dawe, S. R.	...	...	...	...	...	1908	(1)
Dawe, V. C.	...	...	...	...	...	1909	(2)
Dawe, W. F.	...	...	...	...	...	1907	(1)
Day, F.	...	...	...	...	...	1896	(2)
Day, Gertie	...	...	...	...	...	1900	(2)
Day, W. G.	...	...	...	...	...	1907	(1)

Devereux, T. J.	1910	(2)
Diamond, A.	1910	(2)
Dickinson, Ethel G.	1897	(2)
Dickinson, H. W.	1889	(1)
Dinn, M. F.	1910	(2)
Donnelly, J. W.	1900	(1)
Dunfield, B. E. S.	1905	Hons.
Dunfield, Millicent	1907	(1)
Dwyer, M. P. P.	1901	(2)
Dwyer, Richard... ..	1897	(2)
Dwyer, T. R.	1909	(2)
Eagan, J. J.	1909	(2)
Edgar, Edith	1903	(2)
Edgecombe, A.	1910	(2)
English, L. E. F.	1904 (1) ; 1905 (1) ; 1906	(1)
Facey, N. S.	1901	(2)
Fenelon, J.	1896	(1)
Fenwick, Alice	1909	Hons.
Fenwick, C.	1908 (2) ; 1909 (1) ; 1910	(1)
Findlater, M. H.	1902	(2)
Fitzgerald, J. J.	1903 (1) ; 1904 (1) ; 1905	(1)
Fitzgerald, R. N.	1901	(2)
Flannery, Bride... ..	1906	(2)
Flemming, Anne	1907	(2)
Flynn, D. A.	1905 (1) ; 1906	Hons.
Follett, J. V.	1901	(1)
Forbes, J. M.	1896	(1)
Fox, J. E. J.	1907 (1) ; 1908 (1) ; 1909	(1)
Fox, Mary L.	1901	(2)
Francis, A.	1908	(2)
Frazer, Mary	1908 (1) ; 1909 (1) ; 1910	Hons.
Frew, R. S.	1899 (1) ; 1900	(1)
Gillingham, Ella	1907	(2)
Goodland, A. J.	1908	(2)
Goodyear, H. J.	1908	(2)
Grant, W. H.	1909	(2)
Green, G. L.	1901	(2)
Greene, J. J.	1903	(2)
Guy, N. M.	1901	(1)
Halley, T. P.	1907	(1)

Hannon, P. D.	1903	(1)
Hanrahan, J. P.	1904	(2)
Harding, Susie C.	1909	(2)
Hatcher, A. G.	1903	Hons.
Hatcher, H. G.	1903	(1)
Hatcher, R.	1898	(3)
Hatcher, W.	1910	Hons.
Hayward, G.	1910	(1)
Hearn, P. J.	1907	(2)
Herbert, S. M.	1899	Hons.
Herder, A. J.	1900 (2); 1901	(1)
Hewitt, G. H.	1900 (1); 1901 (1); 1902	Hons.
Hicks, G.	1909	(2)
Higgins, J. G.	1907 (1); 1908	Hons.
Higgins, W. J.	1897	(2)
Hill, Janie	1899	(2)
Hillyard, M. J.	1897	(3)
Hollands, Faith	1903	(1)
Hollett, M. M.	1910	(2)
Holloway, Elsie	1900 (2); 1901	(2)
Horwood, Ada	1898	(2)
Horwood, Effie	1908 (2); 1909	(1)
House, G.	1907	(1)
Hudson, A. W.	1907	(2)
Hudson, L.	1908	(1)
Hunt, C. E.	1903	(1)
Ivimey, S.	1910	(2)
James, Gretta F.	1907 (1); 1908 (1); 1909	(1)
James, M. J.	1899	(1)
James, Maggie	1898	(2)
James, S. E.	1900	(2)
Janes, P.	1907	(2)
Joyce, Mary	1909 (1); 1910	Hons.
Kean, S. G.	1903	(2)
Kearney, S. J.	1909	(2)
Keating, F. J.	1910	(1)
Keating, M. A.	1906 (2); 1907	(1)
Kelly, J. C.	1899	(2)
Kendall, Gertrude	1900 (2); 1901	(1)
Kennedy, Gordon	1905 (1); 1906	Hons.

Kennedy, R.	...	...	...	...	...	1898	(2)
Keough, Mamie	...	...	...	...	...	1902	(2)
Kickham, Nellie	...	...	...	...	...	1900 (1); 1901	(2)
King, C. E.	...	...	...	...	...	1901	(1)
King, Dinah	...	...	...	...	...	1907	(2)
King, M.	...	...	...	...	...	1902	(1)
King, S. N.	...	...	...	...	...	1900	(1)
Kitchin, P.	...	...	...	...	...	1896	(2)
Knight, J. St. P.	...	...	...	...	...	1903 (1); 1904 (1); 1905	(1)
Lacey, A.	...	...	...	...	...	1907	Hons.
Lambe, T. F.	...	...	...	...	...	1906 (1); 1907	Hons.
Lanning, John	...	...	...	...	...	1905	(1)
Le Drew, H.	...	...	...	...	...	1900	(2)
Le Drew, I. S.	...	...	...	...	...	1897	(2)
Le Drew, R. S.	...	...	...	...	...	1907	(1)
MacDonald, Bessie	...	...	...	...	...	1907	(1)
MacDonnell, J.	...	...	...	...	...	1907	(2)
MacDonnell, Nora	...	...	...	...	...	1910	(1)
Mackay, W. R.	...	...	...	...	...	1906	(1)
Mackey, J. E.	...	...	...	...	...	1905	(2)
Macpherson, C.	...	...	...	...	...	1896	(2)
Maher, Lizzie	...	...	...	...	...	1900	(2)
Malcolm, F. F.	...	...	...	...	...	1906	(1)
Malcolm, W. G.	...	...	...	...	...	1902 (1); 1903	Hons.
March, Gertrude	...	...	...	...	...	1906 (2); 1907	(1)
Marks, J. H.	...	...	...	...	...	1910	(2)
Martin, A. R.	...	...	...	...	...	1908 (1); 1909	(1)
Martin, Annie	...	...	...	...	...	1902	(2)
McCarthy, T. J.	...	...	...	...	...	1908	(1)
McCowan, W.	...	...	...	...	...	1896	(4)
McGirr, Mary	...	...	...	...	...	1902	(1)
McGrath, F. J.	...	...	...	...	...	1909 (2); 1910	(1)
McGrath, J. W.	...	...	...	...	...	1905 (1); 1906 and 1907	Hons.
McGrath, R.	...	...	...	...	...	1902	(2)
McIntyre, R. A.	...	...	...	...	...	1903 (1); 1904	(1)
McNeily, J. W.	...	...	...	...	...	1899	(2)
McNeily, W.	...	...	...	...	...	1896	(2)
Menchoins, A.	...	...	...	...	...	1902	(1)
Mercer, Eliza M.	...	...	...	...	...	1907	(2)
Mercer, R. F.	...	...	...	...	...	1901	(1)

Mercer, S. A. B.	...	...	...	...	...	1898 (4)
Mews, Gwen.	...	...	...	...	...	1910 Hons.
Miffin, S. C.	...	...	...	...	...	1909 (1)
Miller, Janet	...	...	...	...	...	1909 Hons.
Miller, Stella	...	...	...	...	...	1909 (2)
Mitchell, J. B.	...	...	...	...	1906 (1) ;	1907 Hons.
Moores, Ethel	...	...	...	...	...	1900 (2)
Moores, F.	...	...	...	...	...	1910 (2)
Moores, G. A.	...	...	...	...	...	1900 (1)
Moran, J.	...	...	...	...	...	1903 (1)
Morine, S. H.	...	...	...	...	...	1906 (1)
Morris, K.	...	...	...	...	...	1910 (1)
Mosdell, H.	...	...	...	...	...	1900 (2)
Mosdell, W.	...	...	...	...	1899 (1) ;	1900 (1)
Moulton, C.	...	...	...	...	...	1907 (1)
Moulton, Maud M.	...	...	...	...	...	1901 (2)
Mullowney, M. E.	...	...	...	...	...	1902 (2)
Murphy, W. A.	...	...	...	...	...	1893 (2)
Murray, M. J.	...	...	...	...	...	1896 (3)
Mursell, Jessie	...	...	...	...	...	1908 (1)
Neary, E. J.	...	...	...	...	...	1910 (1)
Newhook, W. H.	...	...	...	...	...	1910 (2)
Netten, P.	...	...	...	...	...	1896 (2)
Noftle, E.	...	...	...	...	...	1910 (2)
Noonan, Mary	...	...	...	...	1903 (2) ;	1904 (2)
Norman, J.	...	...	...	...	...	1901 (1)
Nugent, Hannah	...	...	...	...	...	1900 (1)
O'Dea, J. L.	...	...	...	...	...	1908 (2)
Oke, Gladys	...	...	...	...	...	1910 (1)
O'Rourke, Gertrude	...	...	...	...	...	1907 Hons.
Osmond, M. B.	...	...	...	...	...	1900 (2)
Paine, C.	...	...	...	...	...	1903 Hons.
Parsons, E. F. May	...	...	...	...	...	1908 (1)
Parsons, I.	...	...	...	...	...	1902 (2)
Parsons, J.	...	...	...	...	...	1907 (1)
Parsons, R. A.	...	...	...	...	...	1910 (2)
Payne, H.	...	...	...	...	...	1910 (1)
Payne, W. T.	...	...	...	...	...	1891 (2)
Penney, E.	...	...	...	...	...	1905 (1)
Penney, J. J.	...	...	...	...	1903 (1) ;	1904 (1)

Perry, T. H.	...	...	...	...	1908	(1)
Pincock, C.	...	...	...	...	1902 (1); 1903	Hons.
Pippy, J. F.	...	...	...	...	1902	(1)
Pippy, W. J. W.	...	...	...	...	1901	(2)
Pittman, Blanche	...	...	...	...	1909	(2)
Pittman, W.	...	...	...	...	1900	(2)
Power, A. M.	...	...	...	...	1901 (1); 1902	Hons.
Power, M. F.	...	...	...	...	1897	(3)
Power, M. S.	...	...	...	...	1907 (1); 1908 (1); 1909	(1)
Pratt, E. J.	...	...	...	...	1902	Hons.
Pratt, J.	...	...	...	...	1897	(2)
Pugh, Minnie	...	...	...	...	1908	(1)
Randell, Mary	...	...	...	...	1907	(2)
Rawlins, J. J.	...	...	...	...	1902	(2)
Reeves, A. G.	...	...	...	...	1902	(1)
Reeves, B. G.	...	...	...	...	1897	(2)
Reeves, Selina	...	...	...	...	1905	(1)
Richards, J.	...	...	...	...	1902	(2)
Richards, R. H.	...	...	...	...	1901	(1)
Richards, T. J.	...	...	...	...	1900	(2)
Robertson, A. S.	...	...	...	...	1909	(1)
Rodger, H. F.	...	...	...	...	1899	(1)
Rodger, W.	...	...	...	...	1903	(2)
Rowell, R.	...	...	...	...	1907 (2); 1908	(1)
Russell, Martha	...	...	...	...	1903	(2)
Sainthill, H.	...	...	...	...	1907	(1)
Samson, I. J.	...	...	...	...	1900	(1)
Scott, F. H.	...	...	...	...	1904 (1); 1905	(1)
Serrick, A.	...	...	...	...	1899	(1)
Sharpe, E. L.	...	...	...	...	1909 (1); 1910	(1)
Shears, A. G.	...	...	...	...	1898	(2)
Shears, W. H.	...	...	...	...	1898	(3)
Somerton, Sarah	...	...	...	...	1910	(2)
Soper, S. H.	...	...	...	...	1903	(1)
Spracklin, G. G.	...	...	...	...	1901	(2)
Squires, B. H.	...	...	...	...	1902	(2)
Squires, R. A.	...	...	...	...	1898	(2)
St. Croix, S.	...	...	...	...	1902	(2)
St. George, Katie	...	...	...	...	1897	(2)
Steed, Elizabeth M.	...	...	...	...	1901 (2); 1903	(3)

Stentafor, L. ...	...	...	...	...	...	1896 (3)
Stirling, F. ...	...	...	...	...	...	1896 (2)
Stone, A. ...	...	...	...	...	...	1898 (2)
Strong, Bessie ...	...	...	...	...	...	1908 (1)
Strong, H. ...	...	...	...	...	...	1909 (2)
Summers, M. F....	...	...	...	...	1906 (1) ; 1907	(1)
Tait, H. S. ...	...	...	...	...	...	1908 (1)
Tait, R. H. ...	...	...	...	...	...	1908 (1)
Taylor, G. ...	...	...	...	...	...	1901 (1)
Temple, W. B. ...	...	...	...	...	...	1898 (2)
Templeman, W....	...	...	...	...	...	1909 (2)
Templeton, Edith	...	...	...	...	...	1902 (2)
Thompson, Clara	...	...	...	...	...	1908 (1)
Thompson, S. ...	...	...	...	...	...	1896 (2)
Tobin, Bertille ...	...	...	...	...	...	1906 (1)
Udle, Ethel F. G.	...	...	...	...	1902 (2) ; 1903	(1)
Vail, W. A. ...	...	...	...	...	...	1908 (2)
Vatcher, A. ...	...	...	...	...	...	1904 (1)
Walker, J. J. ...	...	...	...	...	...	1900 (2)
Watson, E. D. ...	...	...	...	...	...	1899 (1)
Way, Edna ...	...	...	...	...	...	1905 (2)
Way, H. R. ...	...	...	...	...	...	1898 (2)
Webber, Selina ...	...	...	...	...	...	1900 (1)
Whelan, M. ...	...	...	...	...	...	1902 (2)
White, A. ...	...	...	...	...	...	1902 (1)
White, G. S. ...	...	...	...	...	...	1903 Hons.
White, R. ...	...	...	...	...	...	1896 (2)
Wilson, E. J. ...	...	...	...	...	...	1903 (2)
Wilson, E. J. ...	...	...	...	...	1902 (2) ; 1903	(1)
Winsor, S. ...	...	...	...	...	...	1907 (1)
Winter, H. A. ...	...	...	...	...	...	1905 Hons.
Winter, J. A. ...	...	...	...	...	...	1905 (1)
Winter, Madaline	...	...	...	...	...	1908 (1)
Woods, Julia ...	...	...	...	...	...	1898 (4)
Woods, Millicent	...	...	...	...	...	1902 Hons.
Worrall, Mabel ...	...	...	...	...	...	1902 (2)

NOTE.—In 1896-97-98, the first three years after the institution of the Associateship Examination, passes in the First, Second, and Third Class corresponded to the Honours, First, and Second Division passes respectively of subsequent years.

NAMES OF CENTRES AT WHICH CANDIDATES SAT.

The 3736 Entrants for the 1910 Examinations represented 358 Schools.

The Examinations were held at the following 130 Centres :—

Allan's Isle.	Channel.	Hermitage.	Portugal Cove (2).
Avondale.	Clareville.	Herring Neck.	Pouch Cove.
Badger's Quay.	Clarke's Beach.	Holyrood.	Red Island.
Bareneed.	Conception.	Jackson's Cove.	Renews.
Barr'd Islands.	Cupids.	Joe Batt's Arm.	Robinson's.
Barron Island.	Current Island.	Kelligrews.	St. Brendan's.
Bay Bulls.	Dunville.	King's Cove.	St. George's.
Bay de Verde.	Elliston.	King's Point.	St. Jacques.
Bay L'Argent.	Exploits.	La Maline.	Salem (2).
Bay of Islands.	Flat Island.	Lewisporte.	Salmonier.
Bay Roberts.	Fogo (2).	Little Bay Island.	Sandy Point.
Belleoram.	Fortune.	Lower Island Cove.	Scilly Cove.
Bell Island.	Fortune Harbour.	Marystown.	Seldom Come-By.
Bonavista.	Freshwater.	Moreton's Harbour.	Spaniard's Bay.
Bonne Bay.	Gambo.	Musgrave Harbour.	Springdale.
Botwood.	Garnish.	Musgrave Town.	Tilting.
Branch.	Glenwood.	New Bay.	Tilt Cove.
Brigus.	Grand Bank.	New Harbour.	Topsail.
Britannia Cove.	Grand Falls.	New Perlican.	Torbay.
Burin North.	Green's Harbour.	Newtown.	Tor's Cove.
Burin South.	Greenspond (2).	Nipper's Harbour.	Trepassey.
Great Burin.	Hants Harbour.	Northern Bay.	Trinity.
Burgeo.	Harbour Breton.	North West Arm.	Trinity East.
Carbonear (2).	Harbour Buffett.	Old Perlican.	Twillingate (2).
Carmanville.	Harbour Grace (2).	Pilley's Island.	Upper Island Cove.
Catalina.	Harbour Main.	Pinchard's Island.	Wesleyville.
Cat Harbour.	Heart's Content.	Placentia.	Western Bay.
Change Islands.	Heart's Delight.	Port de Grave.	

St. John's, twelve Centres :—Parade Street, Mercy Convent, St. John's East, S.A. College, Springdale Street, Centenary Hall, Presbyterian Hall, Synod Hall, Bishop Feild College, Methodist College, St. Bonaventure's College, and Littledale.

SYNOPSIS OF RESULTS.

TABLE I.

Table showing number of Candidates gaining Distinction, Passing, and Failing, respectively, in each Subject in each Grade of Diploma Examinations.

	ASSOCIATE				INTERMEDIATE				PRELIMINARY			
	Distinction	Pass without Distinction	Fail	Total	Distinction	Pass without Distinction	Fail	Total	Distinction	Pass without Distinction	Fail	Total
English	51	1056	120	1227	50	456	20	526	9	54	7	70
Elementary Mathematics...	...	...	...	...	...	...	...	...	2	51	17	70
Arithmetic	81	856	286	1223	41	366	116	523	...	...	...	...
Algebra	142	732	310	1184	96	252	160	508	...	...	...	...
Geometry	18	270	135	423	47	188	97	332	...	...	...	...
Latin... ..	19	25	8	52	7	27	10	44	9	10	1	20
Greek ... ..	...	...	...	...	0	1	2	3	0	1	0	1
Chemistry ... ..	...	...	...	...	4	11	3	18	2	10	1	13
Mechanics ... ..	...	...	...	...	1	0	0	1	2	8	0	10
Logic ... ..	...	...	...	...	...	...	...	...	0	1	0	1
Heat and Light ... ..	...	...	...	...	...	...	...	...	0	2	2	4
General Elementary Science ...	0	0	2	2	4	4	2	10	...	...	...	...
Agriculture	0	33	19	52	0	0	2	2	...	...	...	...
Horticulture	0	1	5	6	...	...	...	...	...	...	...	...
Navigation ... ..	...	...	...	...	0	3	0	3	1	2	3	6
Physiography ... ..	...	...	...	...	0	19	5	24	...	...	...	...
Mensuration & Land Surveying ...	...	...	...	...	33	93	56	182	...	...	...	...
Geography	14	839	208	1061	21	197	27	245	0	6	2	8
History	10	259	72	341	8	123	49	180	5	34	14	53
English Literature ... ..	...	...	...	...	...	...	...	...	3	24	3	30
Hygiene	9	676	175	860	6	218	47	271	1	14	13	28
French	30	310	116	456	50	194	20	264	10	33	17	60
Book-keeping	78	583	120	781	55	256	58	369	...	...	...	...
Shorthand	62	132	38	232	...	...	...	...	0	5	1	6
Theory & Practice of Education...	...	...	...	...	...	...	...	...	7	19	0	26
School Management	7	139	74	220	18	246	18	282	...	...	...	...
Music (Theory) ... ..	...	...	...	...	0	1	0	1	...	...	...	...
Typewriting & Office Routine ...	0	12	5	17	0	0	2	2	...	...	...	...
Scripture History	5	220	137	362	1	14	8	23	...	...	...	...
Practical Music	3	13	0	16	1	5	0	6	...	...	...	...
Art Subjects	40	781	82	903	28	348	11	387	0	2	0	2
Plain Needlework	60	429	262	751	20	52	25	97	...	...	...	...

TABLE II.

Table showing the number of Candidates Passing and Failing respectively in each Subject of the Examination for Primary Certificates in 1910.

			English Spelling Test, &c.	English Grammar	English Literature	Arithmetic	Hygiene	History	Geography	Algebra	Geometry	Freehand Drawing	Plain Needlework
Pass	...	...	1269	1090	1145	1241	1216	145	979	904	0	540	586
Fail	...	...	195	381	325	229	254	99	168	344	2	228	291
Total	...	...	1464	1471	1470	1470	1470	244	1147	1248	2	768	877

TABLE III.

Table showing the number of Candidates who Entered for, Sat, and Passed the Council's Examinations in 1910.

GRADE	ENTERED	SAT	PASSED	FAILED	PERCENTAGE OF PASSES
Primary ...	1,702	1,470	828	642	56.32
Preliminary ...	1,367	1,228	797	431	64.9
Intermediate ...	591	526	409	117	77.75
Associate ...	76	70	39	31	55.7
Totals ...	3,736	3,294	2,073	1,221	62.9

TABLE IV.

Table showing the Divisions in which the Candidates Passed in the Three Grades of the Diploma Examinations.

			PRELIMINARY GRADE	INTERMEDIATE GRADE	ASSOCIATE GRADE
Honours Division	...	...	Boys ... 17	25	3
			Girls ... 14	16	4
First Division	...	...	Boys ... 81	65	10
			Girls ... 99	68	4
Second Division	Boys ... 221	92	16
			Girls ... 365	143	2
Totals	797	409	39

Examination Papers,
1910.

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The College of Preceptors

(INCORPORATED BY ROYAL CHARTER),

LONDON, ENGLAND.

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Needlework—Miss S. LOCH.

PRIMARY CERTIFICATE
PAPERS.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH GRAMMAR.

Tuesday, June 21st, 1910.—Afternoon, 2.15 to 3.45.

Work neatly.

1. Give, in order, a list of all the prepositions in the following sentence :—
“After this month, I am going to move from this part of the country into a well-wooded district across the river, so that I may be there before the winter comes on.” (7)
2. Give your reasons for thinking that “another” is the *subject* and “axe” is the *object* in the following sentence :—
“Another, in his arms and shield,
Against fierce Musgrave axe did wield.” (10)
3. What letters are sometimes *vowels* and sometimes *consonants*? Underline the vowels in the following words, giving your reasons with regard to the *first two* :—*willow, yesterday, lady, was, boy.* (11)
4. Name the part of speech to which each word in the following sentence belongs :—“Well,” he shouted loudly, “if John has not reached home yet, search must be made immediately.” (12)
5. State the reasons for the answers you have given respecting each of the *first six* words in the example given in Question 4 (“*Well,*” *he shouted loudly,* “*if John*”). (12)
6. What is the difference in meaning between the following words?—In all cases name the parts of speech to which these words belong :—
(a) *fir* and *fur*, (b) *you* and *ewe*, (c) *lesson* and *lessen.* (24)
7. Point out the *subject*, the *predicate*, and, where possible, the *object* in each of the following sentences :—
(a) “Great praise the Duke of Marlbro’ won.”
(b) “The dew was falling fast.”
(c) “Pull that cord quickly.”
(d) “Lazy boys are a disgrace to their parents.” (24)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH LITERATURE.

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 4.30.

Work neatly.

MACAULAY'S "ARMADA," AND "A WONDER BOOK" BY NATHANIEL
HAWTHORNE.

1. Why is "The Armada" sometimes termed "a fragment"? State as many facts respecting Macaulay and his works as you can give in *about five* lines. (8)
2. Give the meanings of *five* of the following words:—*list, halberdiers, dales, couriers, moor, burghers, imps, hydra.* (5)
3. What, and where, are the following, and in what connexion do they occur in "The Armada" (*answer as to three only*)?—(a) Aurigny's isle, (b) Picard field, (c) Stonehenge, (d) Mendip's sunless caves, (e) Ely's stately fane. (9)
4. Write *four* consecutive lines in which one of the selections in Question 3 occurs. (10)
5. Who were the following, and in what connexion are they mentioned in "The Armada" and "A Wonder Book"?—Her Grace, Caesar, Gaunt, Hercules, Quicksilver, Bellerophon. (12)
6. Describe *either* the appearance of "The Three Grey Women" who were compelled to tell Perseus what he wanted to know, *or* what happened to King Polydectes and his subjects when they looked at Medusa's head. (*One or the other, not both.*) (12)
7. How was Pandora enabled to open the box, and what did it contain? (12)
8. What happened when Hercules caught "The Old Man of the Sea" by the arm and by the leg? (10)
9. Contrast the character of Philemon and Baucis with that of their neighbours. (10)
10. What lesson may be learnt from the story of King Midas ("The Golden Touch")? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ENGLISH.

Friday, June 24th, 1910.—Morning, 9 to 9.10.

Work neatly.

1. REPRODUCTION OF STORY.

Study this passage for TEN minutes. When it has been taken from you, write out, as nearly as you can, the substance of it in your own words.

An Italian nobleman was going to be married; and everybody at his castle was busy in helping to get ready the marriage feast. There was one great drawback; there had been such dreadful storms at sea that no fish could be got. On the morning of the feast, however, a poor fisherman appeared before the gate of the castle with a very large turbot on his back. The servants were so delighted that they took him to the nobleman, who bade him name his price for the fish. To the surprise of all, the fisherman said, "My price is one hundred lashes on my bare back." "Nonsense," said the nobleman, "you are joking. Come, tell us what your price is." The fisherman made the same answer as before. "Well," said the nobleman, "we must have the fish, so lay on the lashes lightly." After fifty strokes had been given, the fisherman cried, "Stop, I have a partner in this business, and he must have his share." "What!" said the nobleman, "are there two such madmen in the world? Tell me his name, that I may send for him at once." "Oh," answered the fisherman, "you have not far to go; he is your own porter. He would not let me in until I promised to let him have half of whatever I received for the turbot." "Ah!" said the nobleman, "bring him here at once." The porter was brought, and, after receiving his share of the lashes, was dismissed from the castle. The fisherman had a good dinner given him, and was sent off with a handsome present. (40)

2. SPELLING TEST.

Write out carefully the following passage, spelling fully and properly the words in which some letters are omitted:—

Nelson's s-rv-ces had been too em-n-nt on that day, his judgment too consp-cu-s, his suc-s too signal for any com-nder to express anything but satisfaction and gr-t-de, which Sir Hyde h-rt-ly felt and sin-r-ly expressed. It was sp-d-ly agreed that there should be a suspension of host-l-t-s; that all the prizes should be sur-nd-r-d and the wounded Danes car-d on shore. There was a pressing n-c-s-ty for this; for the Danes, from too much conf-d-nce in the strength of their pos-t-n and the dif-c-lty of the ch-n-el, had provided no s-rg-ns. (36)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

HISTORY.

Tuesday, June 21st, 1910.—Morning, 9.15 to 11.

Only SIX questions to be answered. Read carefully each question before you answer it. You must not answer both (a) and (b) in any question.

Give short, clear answers. Mention only those facts which have to do with the question.

Work neatly.

1. Take any *five* of the following : opposite each of the five names write down *one* important event connected with it, and the date *or* reign in which it occurred :—Tostig, Hereward, Anselm, Stephen Langton, Wallace, Caxton, Wat Tyler. (15)
2. Tell shortly what you know of any *two* of the following :—Boadicea, the Empress Matilda, Joan of Arc, Margaret of Anjou. (10, 10)
3. Give a brief account *either* (a) of Dunstan *or* (b) of Becket. (15)
4. Say what you know *either* (a) of Edward II's invasion of Scotland *or* (b) of the circumstances which led to the downfall of Richard II. (15)
5. Narrate the chief events of the Barons' War in the reign of Henry III. (15)
6. Choose *five* of the following names of places : opposite each write down *one* noteworthy event connected with it and the date *or* reign in which it happened :—Hastings, the New Forest, Lincoln, Wallingford, Dunbar, Shrewsbury, Troyes, Bretigny. (15)
7. Write shortly what you know *either* (a) about King Canute *or* (b) about Edward, the Black Prince. (15)
8. Explain briefly how it was that (i) Stephen, (ii) Henry VII, came to the English Throne. (10, 10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

GEOGRAPHY.

Wednesday, June 22nd, 1910.—Morning, 11.15 to 1.

Work neatly.

N.B.—Only FIVE questions may be tried, of which the FIRST must be one.

[NOTE.—Instead of writing answers to the FIRST question, a Map of Newfoundland may be drawn with the places named below inserted.]

1. In Newfoundland—

- (a) Where are the following towns?—Harbour Grace, Port aux Basques, Gambo, St. John's.
- (b) Where are the Strait of Belle Isle, Bonavista Bay, Exploits River, Peninsula of Avalon, Red Indian Lake?
- (c) Name any district, or districts, where coal is found. (28)

2. How is it that—

- (a) When it is 12 noon in Newfoundland, it is after 3 p.m. in England?
- (b) There is a small population in the interior of Newfoundland?
- (c) Fogs are common off the coast of Newfoundland? (18)

3. Describe in words, and draw a picture of, any *five* of the following :—
iceberg, watershed, delta, peninsula, isthmus, volcano, river-basin. (18)

4. Where are the following countries?—State the chief town of each :—
Spain, Egypt, India, Brazil, Japan. (18)

5. Where are the following rivers?—Name *one* important town on each :—St. Lawrence, Parana, Rhine, Seine, Danube. (18)

6. What, and where, are the following?—West Indies, Congo, Baltic, Tasmania, Caucasus. (18)

7. What do you know about the following, and where is each to be found?—*coral, ostrich, pearls, Eskimo, camel.* (18)

8. What do you understand by any *five* of the following?—*equator, agriculture, snowline, tides, mariner's compass, temperate zone, thermometer.* (18)

9. A steamship voyages from England to Australia. Through what canal and seas will it pass? (18)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ARITHMETIC.

Wednesday, June 22nd, 1910. — Morning, 9 to 11.

All the working must be shown.

Work neatly.

1. Express in figures ten million one hundred thousand and ten, and in words 405060708. (8)
2. Divide 47116536 by 584. (8)
3. Find how many ounces there are in 3 tons 15 cwt. 2 qr. 19 lb. (9)
4. (i) Add together $2\frac{1}{2}$, $3\frac{2}{3}$, $4\frac{3}{4}$, $5\frac{4}{5}$; —
(ii) Divide $3\frac{3}{4}$ by $1\frac{1}{2}$. (10)
5. (i) Subtract 2·0365 from 51·04;
(ii) Multiply 23·08 by 30·5. (10)
6. A merchant buys 50 tons of goods for £550. How much will he gain by selling them at £15 a ton, if it costs him 15s. 8d. a ton for packing and cartage? (14)
7. If a man walks from a certain place, first westward for 5 hours at the rate of $3\frac{1}{2}$ miles an hour, and then eastward for $2\frac{1}{2}$ hours at the rate of 4 miles an hour, how far will he be from the original starting-point at the end of the time? (10)
8. Make out a bill for the following:— 16 codfish, at \$1.44 each; 550 herrings, at \$1.98 a hundred; 8 salmon, at \$5.82 each; 24 lobsters, at \$0.36 each. (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

TOTS (to accompany Arithmetic Paper).

Wednesday, June 22nd, 1910. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated:—

5 6 8 2	3 7	6 8 4	1 5
2 7	8 5 6	9	6 3 8 2
3 9 8	9	9 2 8 9	7 8 9
5	5 7 3 8	3 5	8 7
4 5 3 7	6 7 0	6 7 3	6 5 5
6 3 9	2 9 2	1 8 3	2 3 7 4
7 5	3 9	9 4	9 3 6
8 8	1 5	2 6 1	2 2

\$ 3 7.5 6	\$ 5 6.8 2	\$ 2 5.3 6
6 4.3 8	2.0 3	3 4 6.8 9
5 7 2.0 9	6 3 2 5.8 4	9 2.7 5
9 4.6	1.9 7	4.8
7 2 4.3 7	3 6 4 2.2 8	6.3 3
6 2.9 6	5 2.0 9	1 8.1 8
9 6.6 2	6 8 4.3	4 5 9.7 2
3.0 8	7.8 9	3 8 9 8.6 4

£	s.	d.	£	s.	d.	£	s.	d.
3 6 2	12	8	2 7	11	6	3	19	7
5	16	9	3 8	15	9	1 2	8	6
3 7	8	11	5	17	6	5 4 3	7	8
1 5	11	3	3 8	6	10		3	6
6 7 5	18	6	7 2	16	8	5 8	19	10
6 4	13	9	2	13	4	6 4 3	3	3
2 5 7	0	11	5	19	8	7 8 2	16	4
6	19	8	6 4	17	10	4	13	5

N.B.—The totals are **not** to be copied into the Answer book.

(15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

ALGEBRA.

Tuesday, June 21st, 1910. — Morning, 11.15 to 12.45.

All the working must be shown.

Work neatly.

1. Find the numerical value of

$$2a^2 - 3ab + 4bc - 2b^2 + 3c^2$$

when $a = -2$, $b = 1$, and $c = 3$. (10)

2. Remove the brackets and simplify—

$$2b - a [-a + \{b - 2c(b - a)\} + b],$$

and find its value when $a = -3$, $b = 2$, $c = 0$. (15)

3. Add together—

$$4x + 3y - 2z, \quad 5z - 5x - 4y, \quad 7y - 3x + 8z, \quad \text{and} \quad 2x - y - 6z. \quad (10)$$

4. Multiply $x^2 + 3x + 2$ by $x - 3$. (12)

5. Divide $6x^3 - 16x^2 + 23x - 10$ by $3x - 2$. (12)

6. Resolve into factors—

$$(i) \ x^2 - 4x - 21; \quad (ii) \ x^2 + x - 6; \quad (iii) \ 6x^2 - x - 12. \quad (15)$$

7. Solve the equations :—

$$(i) \ \frac{x+2}{6} - \frac{x+4}{9} - \frac{x-1}{12} = 0;$$

$$(ii) \ \frac{4(x+2)}{3} - \frac{6(x-7)}{7} = 12. \quad (15)$$

8. If a train travels a miles in x hours, how many yards will it move through in 5 minutes? (11)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

GEOMETRY.

Thursday, June 23rd, 1910.—Morning, 9 to 11.

The figures must be drawn neatly and accurately, and all lines used in construction must be clearly shown.

1. Draw a line $AB = 2\frac{1}{2}$ inches; find the middle point C ; from C draw a line at right angles to AB ; then draw AD , making an angle of 60° with AB and meeting CD at D . Give the measure of AD and of the angle ADC . (10)
2. Dick and Harry start from two points A and B , half a mile apart. They both run in straight lines towards the point C . Harry runs faster than Dick. They both reach C at the same moment when Dick has run a quarter of a mile. It being given that BA is at right angles to AC , draw the routes to scale, and determine the distance BC and (as nearly as you can) the angle BCA . (15)
3. A postman walks, in straight lines, from A to B , a distance of half a mile; then from B to C , a distance of three-quarters of a mile (BC being inclined to BA at an angle of 120°); lastly, he walks from C to D , a distance of a mile and a quarter (CD being inclined to BC at an angle of 45°). Draw a map to scale of his route, and measure the distance AD . Also, as nearly as possible, give the measure of the angle DAB . (15)
4. A stick, 2 feet 9 inches long, placed on its end perpendicularly on the ground, casts a shadow of $7\frac{1}{2}$ inches. By means of a drawing to scale, find the height of a perpendicular scaffold pole, which, at the same time and place, casts a shadow of $23\frac{3}{4}$ inches. (15)
5. Draw a line $AB = 4.5$ centimetres. On a part of AB as base, construct an equilateral triangle CDE , of which the three sides together shall be equal to AB . From C drop the perpendicular CM on the base DE . Find the measure of DM . (20)
6. With radius equal to $1\frac{3}{4}$ units, describe a circle. Let O be the centre and AOB a diameter. From A draw the line AC , cutting the circumference at C and making the angle $BAC = 30^\circ$. At C draw a tangent CD , cutting AOB (produced) at D . Measure AC , CD , DA , and the angle ADC . (25)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

HYGIENE.

Thursday, June 23rd, 1910.—Morning, 11.15 to 12.45.

Work neatly.

1. Why should the teeth be kept brushed regularly? How should the brushing be done, and when? (20)
2. Why is excessive beer-drinking injurious to the health? (10)
3. What changes occur in food when it is eaten? (20)
4. Explain the importance of cleanliness of the skin. (10)
5. What is the composition of cow's milk? (10)
6. How would you prevent the air in a room from becoming impure?
Why is impure air injurious? (10)
7. Explain the use of the blood in our bodies. (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Primary Certificate Examination.

PLAIN NEEDLEWORK.

Thursday, June 23rd, 1910.—Afternoon, 3 to 5.

1. From the lined paper supplied, cut out an infant's shirt. Do not make it up. (20)
2. With the calico supplied, fix a sew and fell seam. Work as much of it as time permits, and turn and tack a broad hem at the bottom of specimen. (40)
3. From the calico supplied, fix and tack a small band. Work a button-hole. (40)

PRELIMINARY.

[For Candidates prepared on the AUTHORIZED Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Preliminary Grade).

The Gospel according to St. Mark.

Tuesday, June 21st, 1910.—Afternoon, 4.15 to 5.45.

Work neatly.

1. In what words did John the Baptist announce the coming of Christ?
What message did our Lord Himself deliver when He "came into Galilee preaching the gospel of the Kingdom of God"? (12)
2. State the meaning which underlies the following parabolical sayings:—
 - (a) "No man can enter into a strong man's house, and spoil his goods, except he will first bind the strong man; and then he will spoil his house."
 - (b) "Some fell among thorns, and the thorns grew up, and choked it, and it yielded no fruit."
 - (c) "A prophet is not without honour, but in his own country, and among his own kin, and in his own house." (15)
3. Relate the miracle of the cure of the Syrophenician's daughter.
What other miracles show the need and power of faith? (14)
4. Where, and under what circumstances, did St. Peter make his great declaration of belief in Jesus as the Messiah? (14)
5. Describe our Lord's public entry into Jerusalem. What is the meaning of "Hosanna"? (14)
6. Write short notes on—"the tables of the money-changers"; "the first day of unleavened bread"; "the uppermost rooms at feasts"; "the abomination of desolation." (15)
7. Relate shortly what is recorded as taking place after our Lord was condemned by Pilate to the moment when He "gave up the ghost." (16)

[For Candidates prepared on the DOUAY Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Preliminary Grade).

The Gospel according to St. Mark.

Tuesday, June 21st, 1910.—Afternoon, 4.15 to 5.45.

Work neatly.

1. In what words did John the Baptist announce the coming of Christ?
What message did our Lord Himself deliver when He "came into Galilee preaching the gospel of the Kingdom of God"? (12)
2. State the meaning which underlies the following parabolical sayings:—
 - (a) "No man can enter into the house of a strong man and rob him of his goods, unless he first bind the strong man, and then shall he plunder his house."
 - (b) "Some fell among thorns: and the thorns grew up, and choked it, and it yielded no fruit."
 - (c) "A prophet is not without honour, but in his own country, and in his own house, and among his own kindred." (15)
3. Relate the miracle of the cure of the Syrophenician's daughter.
What other miracles show the need and power of faith? (14)
4. Where, and under what circumstances, did St. Peter make his great declaration of belief in Jesus as the Messiah? (14)
5. Describe our Lord's public entry into Jerusalem. What is the meaning of "Hosanna"? (14)
6. Write short notes on—"the tables of the money-changers"; "the first day of the unleavened bread"; "the highest places at suppers"; "the abomination of desolation." (15)
7. Relate shortly what is recorded as taking place after our Lord was condemned by Pilate to the moment when He "gave up the ghost." (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper A — (Preliminary Grade).

Wednesday, June 22nd, 1910.—Morning, 9 to 11.

Work neatly.

Study the following passage before answering Questions 1, 2, and 3.

“ O’er Roslin all that dreary night
A wondrous blaze was seen to gleam ;
’Twas broader than the watch-fire’s light,
And redder than the bright moonbeam.
It glared on Roslin’s castled rock,
It ruddied all the copse-wood glen ;
’Twas seen from Dryden’s groves of oak,
And seen from caverned Hawthornden.
Seemed all on fire that chapel proud,
Where Roslin’s chiefs uncoffin’d lie,
Each Baron, for a sable shroud,
Sheathed in his iron panoply.
Seemed all on fire within, around,
Deep sacristy and altar’s pale ;
Shone every pillar foliage bound,
And glimmered all the dead men’s mail.
Blazed battlement and pinnet high,
Blazed every rose-carved buttress fair—
So still they blaze, when fate is nigh
The lordly line of high Saint Clair.
There are twenty of Roslin’s barons bold
Lie buried within that proud chapelle ;
Each one the holy vault doth hold—
But the sea holds lovely Rosabelle ! ”

1. Analyse—

- (a) “ O’er Roslin all that dreary night
A wondrous blaze was seen to gleam.”
(b) “ Seemed all on fire within, around,
Deep sacristy and altar’s pale.”
(c) “ Each one the holy vault doth hold.” (22)

2. Using three columns for your answer, give the case in which each of the following nouns is, and the reason why it is in that case :—

night, moonbeam, glen, Dryden’s, chapel, pillar, line. (14)

3. What parts of speech are the following words?—*wondrous, than, light, ruddied, sable, around, pale, every, all, fair, still, when, nigh, twenty.*
(14)
4. Name the different classes into which (a) verbs, (b) pronouns may be divided, and give an example of each class by using it properly in a sentence.
(14)
5. Show clearly what is meant by (a) *degrees of comparison*, (b) *future perfect tense*, (c) *abstract noun*, (d) *neuter gender*, (e) *subordinative conjunction*, (f) *extension of predicate*, (g) *ordinal numeral*. Give examples.
(14)
6. Rewrite the following passage, spelling fully and properly the words from which letters are omitted:—

Now as to the b-s-ness of food: as these animals are act-ated by instinct to hunt for nec-sary food, they should not, one would su-pose, crowd together in p-rsu-t of sust-n-nce at a time when it is most likely to fail; yet such as-o-iations do take place in hard we-ther ch-efly and thicken as the sev-rity incre-ses. As some kind of interest and self-defence is no doubt the motive for the proc-ding, may it not arise from the helple-ness of their state in such rig-rous seasons; as men crowd together when under great calam-ties, though they know not why?
(15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B — (Preliminary Grade).

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 5.

Work neatly.

1. Reproduction of Story. (12)
2. In what connexion do the following passages occur?—
 - (a) "These living branches of the Baldwin apple tree, thrusting themselves so rudely in."
 - (b) "The earth around it is certainly a little cracked."
 - (c) "You'll never have the headache again."
 - (d) "I am afraid there will not be half enough supper."
 - (e) "The one bright and narrow sunbeam that fell from the dungeon-like window."
 - (f) "Behind him march the halberdiers." (12)
3. What do you know of (a) Beaulieu, (b), Eustace Bright, (c) Talus, (d) Cerberus, (e) Argus, (f) scarecrow? (12)
4. Tell briefly the story of the pomegranate seeds. (12)
5. What strange experiences had Philemon and Baucis? (12)
6. Write an Essay, of two or three pages, on *one* of the following subjects:—
 - (a) What Prizes should be given in a School, and for what reasons?
 - (b) Describe your Home, your Occupations, and your Prospects.
 - (c) If your Examiner came to Newfoundland for a week's visit in the summer, and you had to interest him and make his stay pleasant, how would you plan his daily doings for him?
 - (d) Tell a Story to show that "Honesty is the best Policy." (40)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B — (Preliminary Grade).

(Reproduction of Story.)

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 2.35.

Study this passage for FIVE minutes. When it has been collected from you, write out as nearly as you can, from memory, what it contained.

AN EASTERN APOLOGUE.

Jesus arrived one evening at the gates of a certain city, and He sent his disciples forward to prepare supper, while He Himself, intent on doing good, walked through the streets into the market-place; and He saw at the corner of the market some people gathered together, looking at some object on the ground, and He drew near to see what it might be. It was a dead dog, with a halter round his neck, by which he appeared to have been dragged through the dirt; and a viler, a more abject, a more unclean thing never met the eyes of man, and those who stood by looked on with abhorrence. "Faugh!" said one, stopping his nose, "it pollutes the air." "How long," said another, "shall this foul beast offend our sight?" "Look at his torn hide," said a third; "one could not even cut a shoe out of it." "And his ears," said a fourth, "all draggled and bleeding!" "No doubt," said a fifth, "he hath been hanged for thieving!" And Jesus heard them, and, looking down compassionately on the dead creature, He said: "Pearls are not equal to the whiteness of his teeth!" Then the people turned towards Him with amazement and said among themselves: "Who is this? This must be Jesus of Nazareth, for only He could find something to pity and approve even in a dead dog"; and, being ashamed, they bowed their heads before Him and went each on his way.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Preliminary Grade).

Tuesday, June 21st, 1910.—Morning, 9.15 to 11.

Give short, clear answers. Answer in tabular form wherever possible.

Work neatly.

Only six questions should be attempted, in which either No. 7 or No. 8 must be included.

1. Give some account of the Kingdoms of Wessex, Mercia, Northumbria, naming *one or more* of the rulers of each who were conspicuous in English history. (15)
2. Sketch briefly the history of the Danes in England. (20)
3. What do you know of the Crusades in which English kings or princes took part? (15)
4. Give, in order, the Kings of England from Edward II to Edward IV, with dates, assigning *one* event (with date) to each reign. How were the Lancastrian and Yorkist lines descended from the earlier kings? (20)
5. Which of Henry VIII's wives were Roman Catholics, and which were Protestants? Name the mothers of his three children who succeeded in turn to the Throne. What were the King's own views on matters connected with religion? (15)
6. Give a summary of the chief events of the last twenty years of Elizabeth's reign. (15)
7. How are John Guy, William Vaughan, Sir Richard Whitbourne, Captain Cook, Lord Rodney respectively connected with the history of Newfoundland? (15)
8. Give some account of the French settlement in Newfoundland. When was it first occupied, and when and why was it abandoned? What do you know of any attempts by the English to drive out the French? (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (Preliminary Grade).

Tuesday, June 21st, 1910.—Afternoon, 2.15 to 4.

Work neatly.

Answer FIVE questions only, not more ; QUESTION 1 MUST be one of the five.

[To obtain maximum marks candidates should answer the FIRST THREE questions and any TWO of the LAST FOUR.]

1. Draw a Map of Newfoundland to show :—

- (a) Its Latitude and Longitude (any *one* line of each).
 - (b) *Capes* Ray, Race, and Bonavista ; the *islands* St. Pierre and Fogo ; the *bays* Trinity and Fortune ; the *strait* Belle Isle.
 - (c) The *mountains* Long Range ; the *rivers* Exploits, Humber, and Gander.
 - (d) The *divisions* Burin and St. George ; the *towns* St. John's, Harbour Grace, Twillingate, and Port aux Basques.
- (30)

2. Select any *two* (not more) of the following Newfoundland subjects, and write a short description of each of the two you choose :—

- (a) The Railway across the Island.
 - (b) The Great Bank.
 - (c) Discovery and Colonization.
 - (d) The chief Mineral Products and their Localities.
 - (e) Labrador.
- (30)

3. In a voyage from Newfoundland to Australia, via the Suez Canal—

- (a) What countries would you pass ?
 - (b) Name any important ports at which you might call.
 - (c) Why would your watch need continually altering ?
 - (d) What part, or parts, of Australia might you select for landing, if you intended working on a gold mine ?
- (16)

4. Choose any *four* (not more) of the following :—*glacier, delta, isthmus, watershed, ocean current, snow line, crater.* Explain what each you choose is, and illustrate your explanation in any way you can.

(12)

PRELIMINARY GEOGRAPHY.

5. Name the *position*, *capital*, and chief *productions* of any *four* (not more) of the following countries:—Spain, New South Wales, Japan, Cape Colony, Sweden, the Argentine, Mexico. Tabulate your answer thus:—

Country.	Position.	Capital.	Products.

(12)

6. What are, and where are, any *four* (not more) of the following?—Caspian, Carpentaria, Biscay, New Caledonia, Severn, Blanc, Orinoco. Why is each you choose famous? (12)
7. The chief exports from Newfoundland in a given year were valued in dollars as follows:—Dried cod 7,750,000, Cod oil 350,000, Sealskins 150,000, Seal oil 450,000, Tinned Lobsters 400,000, Herring 400,000, Copper and ore 300,000, Iron ore &c. 1,000,000. Draw a diagram to illustrate these figures. What are the countries that take these exports? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ARITHMETIC (Preliminary Grade).

Thursday, June 23rd, 1910.—Morning, 9 to 11.

All the working must be shown.

Work neatly.

1. Divide three million four hundred and seventy-five by two hundred and fifty-seven. (6)
2. Twenty-five subscribers to a fund pay \$2.50 each, 12 pay \$12.25 each, and 18 pay \$15.30 each. What is the total amount subscribed in £. s. d. ? [1 dollar = 4s. 2d.] (8)
3. (i) Add together $\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{8}, \frac{9}{10}$;
(ii) Subtract $3\frac{4}{5}$ from $6\frac{7}{8}$. (10)
4. Find the value of $\frac{1\frac{2}{3} \text{ of } 3\frac{9}{10}}{\frac{13}{27}} \div \frac{11}{5}$. (8)
5. Simplify $(5.76 \div .018)$ of $(.00196 \div .064)$. (10)
6. Find, by Practice or otherwise, the cost of 176 tons $12\frac{1}{2}$ cwt. of coal at \$ 6.65 per ton. (10)
7. Find the value, in English money, of 2400 bushels of wheat at \$1.14 per bushel, assuming \$4.75 = £1. (10)
8. Find the yearly interest on \$ 7125 at 4.5 per cent. per annum after deducting Income Tax at 6 cents in the \$. (11)
9. A boy has to be at school in a certain time. If he cycles the distance at the rate of 8 miles per hour, he will be 5 minutes late ; if he cycles at the rate of 10 miles an hour, he will be 10 minutes early. What distance has he to ride ? (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Preliminary Grade.

TOTS (to accompany Arithmetic paper).

Thursday, June 23rd, 1910. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated:—

8 7 6 0 9	9 7 6	8 0 7 6 5	9 6 0 7
3 8 5 7	5 5	8 7 6	5 7 8
6 7 8	8 7 6 9	9 6 5 8	8 4
5 6	8 8	9 9	6 0 9 5
7 9 5 8 3	7 0 9 7	5 9 8 7	7 6
8 0 9 5	8 7 4	5 0 4	8 7 9
4 4	7 0 9	7 8 9	7 9 6 3
6 8 7	5 8	4 5	5 5 5

	£	s.	d.
\$ 9 8 7.5 4	8 6 5 4	18	9 $\frac{3}{4}$
9 8.7 6	7 0 5	16	7 $\frac{1}{2}$
8 5 6.0 5	8 9	14	8 $\frac{1}{4}$
8 9.4 8	8 0 6	17	9 $\frac{3}{4}$
9 8 0 7.8 5	7 8	13	9 $\frac{1}{2}$
4 5 8.6 7	7 8 5	17	8 $\frac{1}{4}$
8 7 5.0 6	9 9	19	11 $\frac{3}{4}$
9 0 4.9 8	6 5	15	8 $\frac{1}{2}$

	£	s.	d.
\$ 8 7 6.0 8	8 5 9	14	9 $\frac{3}{4}$
8 5.9 7	8 6	17	8 $\frac{1}{4}$
6 7 9 8.7 5	4 0 9	18	5 $\frac{1}{2}$
9 0 3.8 4	8 7	13	7 $\frac{3}{4}$
9 6 5 4.8 7	8 0 7 9	19	9 $\frac{3}{4}$
8 0 5.7 8	9 8	18	8 $\frac{1}{2}$
7 8.5 6	8 6 5	17	7 $\frac{1}{4}$
8 6 9 7.6 9	6 9 8 7	16	6 $\frac{3}{4}$

	£	s.	d.
\$ 4 6 8 3.7 9	4 9 6 7	18	9 $\frac{3}{4}$
5 7 9.6 6	8 7 6	15	8 $\frac{1}{2}$
3 6 9 8.2 5	8 7	12	6 $\frac{3}{4}$
7 6 5.8 7	4 6 9 8	13	11 $\frac{1}{2}$
8 7.5 3	7 9 3	17	6 $\frac{3}{4}$
4 8 6.7 4	8 8	16	7 $\frac{1}{4}$
9 7 8.1 6	6 9 5	8	11 $\frac{1}{2}$
9 9.7 5	5 7 9	9	10 $\frac{3}{4}$

N.B.—The totals are **not** to be copied into the Answer book.

(15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ALGEBRA (Preliminary Grade).

Tuesday, June 21st, 1910.—Morning, 11.15 to 1.

All the working must be shown.

Work neatly.

1. What do you mean by the terms—*factor, coefficient, index*? Write down the *indices* in the expression $4a^2b^{\frac{1}{2}}c^3$. (9)
2. Multiply $a^2 - 2ab - 3$ by $2a^2 + 4ab + 6$. (10)
3. Divide $a^2 + b^2 + c^2 - 2ab + 2ac - 2bc$ by $a - b + c$. (10)
4. Resolve into factors—
(i) $p^2 + pq - 20q^2$, (ii) $20x^2 - 41xy + 20y^2$, (iii) $(b+c)^2 - 16a^2$. (15)
5. Simplify—
(i) $\frac{x^2 + xy - 2y^2}{x^2 - y^2}$; (ii) $\frac{x^4 - 115x + 24}{x^2 + 5x + 24}$. (14)
6. Solve the equations:—
(i) $\frac{5x-3}{6} - \frac{3x-5}{7} = \frac{3x+2}{7} - \frac{2x-3}{3}$; (15)
(ii) $(x + 2\frac{1}{2})(x - 1\frac{1}{2}) - (x-3)(x-5) + \frac{3}{4} = 0$.
7. A poulterer spent £14. 2s. in buying ducks and geese. If each duck cost 3s. and each goose 7s., and if the total number of birds bought was 54, how many of each did he buy? (12)
8. P. runs x miles in a hours; Q. runs y miles in b minutes. In how many hours can they each run 10 miles, and by how many miles does P. beat Q. in a 10-mile race? (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOMETRY (Preliminary Grade).

Friday, June 24th, 1910.—Morning, 9 to 11.

The figures must be drawn neatly and accurately. All construction lines must be shown.

Each Candidate may take one paper only, A or B.

Paper A.—Euclid, Book I, Props. 1–26, with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be strictly geometrical.]

- A 1. Show that, if a straight line stands upon another straight line, it makes the adjacent angles together equal to two right angles. (10)
- A 2. AB , CD are two straight lines intersecting each other at O . If the angle COB be bisected by the straight line OM , and the angle BOD by the straight line ON , show that the angle MON thus formed is a right angle. (10)
- A 3. If two straight lines cut one another, prove that the vertically opposite angles are equal to one another. Also, show that the bisectors of two vertically opposite angles are in one straight line. (10)
- A 4. Demonstrate that the straight line which bisects the vertical angle of an isosceles triangle also bisects the base and is perpendicular to it. (15)
- A 5. On one arm of an angle whose vertex is A , points B and D are taken, and on the other arm points C and E are also taken, such that $AB = AC$ and $AD = AE$. Join BE and DC . Show that $BE = DC$. (15)
- A 6. Of all the straight lines that can be drawn to a given straight line from a given outside point, the perpendicular is the shortest; and, of the others, those which make equal angles with the perpendicular are equal to one another; and that line which makes a greater angle with the perpendicular is greater than that which makes a less angle.
Prove these theorems, and then use the results to demonstrate which is the greatest side of a right-angled triangle. (15)
- A 7. If two triangles have the three sides of the one equal to the three sides of the other, each to each, show that the triangles are equal, and also that those angles are equal which are opposite to equal sides.
If the opposite sides of a quadrilateral are equal, prove that the opposite angles are also equal. (15)
- A 8. A , B , C are points on the circumference of a circle whose centre is O . If the angle AOB is greater than the angle BOC , prove that the straight line AB is greater than the straight line BC . (10)

PRELIMINARY GEOMETRY.

Paper B.—Practical and Theoretical Geometry.

[Any generally recognized symbols and abbreviations may be used. Figures should be drawn accurately. In the Practical Geometry, candidates are not required to prove the validity of the constructions, but all the lines required in the constructions must be clearly shown. Candidates are expected to answer questions in both Parts of the Paper.]

PART I. PRACTICAL GEOMETRY.

- B 1. Take a line AB equal to $2\frac{3}{4}$ inches; at A draw AC , making an angle of 75° with BA . It being given that the angle opposite to AB equals 30° , complete the triangle ABC , and give the measure of the side BC . (10)
- B 2. There are given two lines $MN = 2\frac{1}{4}$ inches and $PQ = 1\frac{1}{4}$ inches. Construct the figure $ABCD$ of which each diagonal, AC , BD , shall be equal to MN , and each of one pair of opposite sides AD , BC equal to PQ . What is the length of the side AB of the figure? (10)
- B 3. Draw a line $AB = 6\frac{1}{2}$ centimetres; bisect it in O ; through O draw DOC at right angles to AOB , making $OD = OA = OC$. Through A and B respectively draw lines parallel to CD , and through C and D respectively draw lines parallel to AB , these four lines intersecting in points M , N , P , Q . Compare the sizes of the two figures $ACBD$ and $MNPQ$. (15)
- B 4. Draw the line $MN = 1\frac{1}{4}$ inches. From M draw MP at an angle of $67\frac{1}{2}^\circ$ to MN . Describe a circle, touching MN at N and MP at a certain point S . Give the measure of the distance MS . (15)

PART II. THEORETICAL GEOMETRY.

- B 5. AB , CD are two straight lines intersecting each other at O . If the angle COB be bisected by the straight line OM and the angle BOD by the straight line ON , show that the angle MON thus formed is a right angle. (10)
- B 6. Demonstrate that the straight line which bisects the vertical angle of an isosceles triangle also bisects the base and is perpendicular to it. (15)
- B 7. Of all the straight lines that can be drawn to a given straight line from a given external point, the perpendicular is the shortest; and, of the others, those which make equal angles with the perpendicular are equal to one another; and that line which makes a greater angle with the perpendicular is greater than that which makes a less angle.
Prove these theorems, and then use the results to demonstrate which is the greatest side of a right-angled triangle. (15)
- B 8. A , B , C are points on the circumference of a circle whose centre is O . If the angle AOB is greater than the angle BOC , prove that the straight line AB is greater than the straight line BC . (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

BOOK-KEEPING (Preliminary Grade).

Friday, June 24th, 1910. — Afternoon, 2 to 4.

Work neatly.

N.B.—Extra marks for neat writing, with legible figures. Dates and Names of Persons to be given as stated.

DOUBLE ENTRY.

1. Journalize the following Statements and Transactions. (*All Cheques to be treated as "Bank" transactions.*)
2. Post the Journal entries to the Ledger, opening therein the necessary a/cs.
3. Extract a Trial Balance and prepare a Balance Sheet.

STATEMENTS.

On the 30th November, 1909, Mr. Peter Pink had the following balances in his books—Capital a/c to be calculated therefrom :—

Stock of Timber	\$ 3050.00
Bank Overdraft.....	4000.00
Cash in Office	224.10
Petty Cash.....	20.80
Debtors—T. Trout	885.25
S. Salmon.....	550.75
Creditors—P. Pike	240.30
C. Cod.....	350.60
H. Herring.....	400.00

He reopened his Books and, during the month of December, transacted business as follows :—

Dec. 2. Received from S. Salmon, Cheque in settlement of his account.....	\$ 540.00
„ 3. T. Trout paid by Cheque	350.00
and then purchased Timber	500.00
„ 4. Wages paid in Cash	15.50
„ 6. Bought of C. Cod, Timber	150.00
„ 7. Paid C. Cod on a/c, by Cheque	240.00
and was allowed Discount	10.60

PRELIMINARY BOOK-KEEPING.

Dec. 8.	T. Trout paid by Cheque, which was endorsed and sent on to H. Herring	\$ 240.25
„ 11.	Paid, in Cash, Wages	15.50
	Paid sundry Trade Expenses in Cash	13.35
„ 13.	Sold Timber for Cash and banked proceeds	380.00
„ 15.	Sold Timber to S. Salmon	620.00
„ 20.	Bought Timber from C. Cod	650.00
„ 21.	Closed the Petty Cash a/c by transferring balance to the Office Cash	20.80
„ 23.	Finding extra Capital was necessary, borrowed from wife and paid into Bank	2000.00
„ 24.	Sold Timber for Cash, proceeds banked	225.50
„ 28.	Paid, in Cash, Wages (2 weeks)	31.00
	Paid sundry Trade charges to date, in Cash	23.50
„ 29.	Part of Timber sold on 24th inst., returned as unsuitable, refunded Cash for same.....	56.50
	Timber on hand estimated at \$2630.00.	

QUESTIONS.

1. What is a *Cash Book*, and for what a/cs are the three *money columns* on each side used? What is *Petty Cash*?
2. Explain the meanings of the terms *Gross Profit*, *Net Profit*, *Interest on Capital*, and *Debit Balance*.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Preliminary Grade).

Thursday, June 23rd, 1910.—Afternoon, 3 to 5.30.

Work neatly.

PART I.—ELEMENTARY ACCIDENCE.

1. Give the present and past participles of *avoir*, *choisir*, *manger*, *menacer*, *voir*, *savoir*.

Translate (a) into English : — Veuillez ouvrir la fenêtre. J'avais mis le livre sur la table. Puissiez-vous être heureux.

(b) Into French :—What will you do to-morrow? Who has taken my hat? I should have thought he would not have come. (18)

2. Give the feminine forms of *neuf*, *fou*, *doux*, *blanc*, *prince*, *oncle*.

Put in the plural :—Mon chien est très gros. Cette eau est agréable à boire. Où est le monsieur qui était ici ce matin? (12)

3. How do you distinguish, in French, the possessive adjective from the possessive pronoun?

Translate into French :—Is this your glass?—No, it is hers. The one which is on the table is mine. To which of these ladies does this umbrella belong? (12)

4. How is a cardinal number transformed into an ordinal number? Give two cardinal numbers the ordinal forms of which are irregular.

Translate into French :—Six times fifteen are ninety. Francis the First and Henry the Second were kings of France. The school was opened on the twenty-first of August. What is your age?—I shall be sixteen in a fortnight. (14)

5. Personal pronouns may be used in conjunction with verbs, with prepositions, or may stand alone. What difference of form do pronouns of the first, second, and third persons singular assume in either case?

Translate into French :—I do not believe him. He is not so tall as he. That is for them. She gave them to us. Thou hast been much more severely punished than I. (14)

PART II.—TRANSLATION INTO ENGLISH.

(a) J'en étais là de mes réflexions, quand j'entendis appeler mon nom. C'était mon tour de réciter. Que n'aurais-je pas donné pour pouvoir dire tout au long cette fameuse règle des participes, bien haut, bien clair, sans une faute; mais je m'embrouillai aux premiers mots, et je restai debout à me balancer dans mon banc, le cœur gros, sans oser lever la tête.

(b) Alors d'une chose à l'autre, M. Hamel se mit à nous parler de la langue française, disant que c'était la plus belle langue du monde, la plus claire, la plus solide; qu'il fallait la garder entre nous et ne jamais l'oublier, parce que quand un peuple tombe esclave, tant qu'il tient bien sa langue, c'est comme s'il tenait la clef de sa prison. Puis il prit une grammaire et nous lut notre leçon. J'étais étonné comme je comprenais. Tout ce qu'il disait me semblait facile, facile.

(c) Tout à coup, l'horloge de l'église sonna midi. Au même moment, les trompettes des Prussiens qui revenaient de l'exercice éclatèrent sous nos fenêtres. . . M. Hamel se leva, tout pâle, dans sa chaire. Jamais il ne m'avait paru si grand. "Mes amis," dit-il, "mes amis, je . . . je . . ." Mais quelque chose l'étouffait. Il ne pouvait achever sa phrase. Alors il se tourna vers le tableau, prit un morceau de craie, et, en appuyant de toutes ses forces, il écrivit aussi gros qu'il put: "Vive la France!" (70)

PART III.—TRANSLATION INTO FRENCH.

Either—

1. You will be late for school, and the master will scold you.
2. "Quick, go to your place," said he to me very gently.
3. To-day is my last lesson, and I beg you to be very attentive.
4. The pigeons themselves will be obliged to coo in German.
5. That was the reason why he had put on his best Sunday clothes. (60)

Or—

1. Take a piece of chalk and go to the blackboard.
2. If you can say your lesson clearly, without a single mistake, you will have a holiday.
3. How many strokes did the clock strike?—Twelve strokes. What time is it then?—It is midday.
4. Why can you not speak? What is stifling you?—I do not know. Emotion, I suppose.
5. A little silence, if you please! But that was not necessary. That morning everything was quiet like a Sunday morning. (60)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 9 to 11.30.

Work neatly.

PART I.—ACCIDENCE.

1. Give the ablative singular of *impetus, cibus, litus* ;
the genitive singular of *hospes, arcus, spes* ;
the genitive plural of *gens, agmen, finis* ;
the accusative plural of *ventus, facinus, princeps* ;
the nominative singular of *horis, ramis, segetis*. (15)
2. Give the ablative singular of *brevis, impiger, celer* ;
the accusative singular neuter of *alius, ipse, hic* ;
the English of *quisque, alter, praeter* ;
the superlative of *audax, niger, malus* ;
the Latin for 17, 50, 20th. (15)
3. Give the third person singular of
the future simple indicative active of *video, supero, facio, do* ;
the perfect indicative active of *pono, clamo, terreo* ;
the pluperfect indicative passive of *instruo, munio, fugo*. (10)
4. Translate and name the tense, mood, and voice of each of the following words :—*laudabis, timuerant, terreri, ornaris, jubebat, dormi, manere, aderam, vicerit, posse, erunt, mittēris, pendam, redeunt, superaveritis*. (30)

PART II.—TRANSLATION INTO LATIN.

1. They will frighten. He will have fought. We were praised. We shall be led. He had been blamed. He had made. They said. You do not fear.
2. Few ships had been built. What are you doing, my boy? We shall be at home to-morrow. Did you not wish to come? Give me that book. Two thousand soldiers.
3. My sisters have been delighted with the queen's words.
4. These soldiers will put to flight the forces of the enemy.
5. You will have steered the ship better than the sailor himself.
6. You are blamed by those who ought to praise you. (60)

PART III.—TRANSLATION INTO ENGLISH.

1. Dux hostium urbem nostram altissimo aggere circumdabat.
2. Hoc gravissimum onus a parvo puero ad urbem portatum erat.
3. Pigerrimus ille puer saepissime a magistro auxilium petit.
4. Magnus quercuum, quae in hortis nostris sunt, numerus media aestate gratissimus est.
5. Regem de Caesaris legionumque adventu certiore statim fecerunt.
6. Cupivistine omnes hos, quos habuisti, libros legere?
7. Ille sapiens homines divitias contemnere, sapientiam amare jubet.
8. Rebus in adversis gratissima sorori fuerint verba fratris.
9. Quomodo hos ab hoc crudelissimo monstro liberabimus? Nonne omnes devorabit?
10. His de causis non civibus solum, sed etiam militibus rex carus est.
11. Ducem, quem multis verbis laudat orator, ceteri cives culpant.
12. Ab equitibus nostris sex totas horas fortissime pugnatum est. (70)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GENERAL ELEMENTARY SCIENCE

(Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 11.30 to 1.30.

Work neatly.

1. Make a sketch of a burette, and describe exactly for what purpose and how the instrument is used. (16)
2. How would you arrange experiments to show that air occupies space and has weight? (16)
3. Carefully explain what you understand by *the volume of a substance*. How would you find the volume of an acorn? (17)
4. How would you arrange an experiment to show that liquids usually expand when they are heated and contract when they are cooled? (17)
5. What is meant by saying that "water is a solvent"? Give a list of common substances which are dissolved by water, and explain exactly how you would again obtain the substances from the solutions. (17)
6. When zinc is dissolved in dilute sulphuric acid, a gas is evolved. How would you show this experimentally, and how would you obtain a sample of the solid substance formed when the zinc is dissolved? (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

AGRICULTURE (Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 11.30 to 1.30.

Work neatly.

1. How should seed oats be kept throughout the winter in order that they may be in good condition for sowing in spring?
If an oat stack had become heated after harvest, and you were in doubt as to whether the seed was good enough for sowing, how might this point be tested? Describe exactly what you would do. Assuming 75 per cent. of the seed to be good, how many bushels of oats would you sow per acre? (22)
2. Explain the way in which plants secure the following food materials:—carbon, nitrogen, phosphates. (15)
3. If the plant had a difficulty in getting as much phosphates as it needed, how might the farmer assist it? Assistance might be given in several forms: what would you suggest if the crop were turnips? (15)
4. What is meant by *rock formation*? Give an illustration of the way in which the quality of soils may depend on rock formation. (18)
5. Describe the cultivation of cabbages or of potatoes, referring especially to methods of preparing the soil, manuring, methods of sowing or planting, quantity of seed required, cultivation while the crop is growing, and methods and time of harvesting. (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HORTICULTURE (Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 11.30 to 1.30.

Work neatly.

1. Explain, as fully as you can, in what way weeds may injure cultivated plants, and why gardeners must destroy weeds if they wish to grow vegetables successfully. (20)
2. What are the chief differences, from a gardener's point of view, between *sandy* and *peaty* soils? Do you know any plants that like peaty soils? If so, name *two* or *three*. If you cannot name any peat-loving plants, name *two* or *three* that grow best on sandy soils. (16)
3. What is meant by the statement that "peas and beans are nitrogen-gathering crops"? Can you name any nitrogen-losing crops? (18)
4. What is the cause of the common disease of cabbages called *club-root* or *finger-and-toe*? How may this disease be prevented? (18)
5. What are the differences between *Standard*, *Pyramid*, and *Bush* fruit-trees? Give sketches to explain your answer.
How far apart should (*a*) Standard apples, (*b*) Pyramid pears, be planted? (28)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCHOOL MANAGEMENT (Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 11.30 to 1.30.

Work neatly.

1. Give a brief sketch of a First Lesson on "Pronouns" to a class that already knows the noun, the verb, and the adjective. State the age of the pupils, the number in the class, and the time to be given to the Lesson. (22)
2. What is the special difficulty teachers meet in dealing with Subtraction? Show how you propose to overcome this difficulty. (14)
3. When, in a Reading Lesson, a pupil stops because he has come to a word that he does not know, what should the teacher do? Give reasons for your answer. (14)
4. What means would you take to secure—
 - (a) Regular Attendance;
 - (b) Punctuality;
 - (c) Diligence in Class-work? (18)
5. A class has 25 hours' work in school per week, and studies the following subjects:—Reading, Writing, Spelling, Dictation, Arithmetic, English Grammar, Geography, History, Drawing, Drill, Music. Make out a list, showing exactly how much time you would give to each subject in the week. (16)
6. Mention some of the signs that indicate that the air in the classroom is getting impure. When these signs appear, what do you propose to do? (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Preliminary Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 5.

Candidates must not use india-rubber or make any erasures.

Work neatly.

I.

Twenty minutes allowed.

Candidates are entitled to five minutes extra before beginning to write, for the purpose of studying the passage for transcription.

Transcribe into Shorthand:—

There, in the face of a limestone cliff, crested with enormous flowering trees and festooned with those lovely creepers of which you have seen a few small ones in hothouses, there opens an arch as big as the west front of Winchester Cathedral, and runs straight in like a cathedral nave for more than 1,400 feet. Out of it runs a stream; and along the banks of that stream, as far as the sunlight strikes in, grow wild bananas and palms and lords-and-ladies which are many feet high. Beyond that the cave goes on, with subterranean streams, cascades, and halls. A friend of mine last year went in further, I believe, than any one yet has gone; but, instead of taking Indian torches made of bark and resin or even torches made of Spanish wax, such as a brave bishop of those parts used once when he went in further than any one before him, he took with him some of that beautiful magnesium light which you have seen at home. And in one place, when he lighted up the magnesium, he found himself in a hall full 300 feet high—higher far, that is, than the dome of St. Paul's; and a very solemn thought it was to him, he said, that he had seen what no other human being ever had seen; and that no ray of light had ever struck on that stupendous roof in all the ages since the making of the world. But, if he found out something which he did not expect, he was disappointed in something which he did expect. For the Indians warned him of a hole in the floor which was an unfathomable abyss. And, lo and behold! when he turned the magnesium light upon it, the said abyss was eight feet deep. (50)

II.

Take down, in Shorthand, the passage that will be read by the Presiding Examiner, and transcribe the same into Longhand. (50)

Four minutes for dictation. Sixteen minutes for transcription.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Preliminary Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 5.

PASSAGE FOR DICTATION.

Four minutes for dictation. Sixteen minutes for transcription. The following passage will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each half-minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

The passage will be dictated at 20 words per minute. Candidates will take down the passage and transcribe it into longhand. Both the Shorthand notes and the Longhand transcript will be submitted to the Examiner. Accuracy is the matter of most importance. Candidates must not use india-rubber or make any erasures.

(20 words per minute.)

Minutes.

$\frac{1}{2}$ She will find some use for it, as she finds / a use for everything.
1 That acorn which you crushed will / turn into mould, and that
 $1\frac{1}{2}$ mould will go to feed / the roots of some plant in some new
2 continent ages / and ages hence: and so Madam How will have
 $2\frac{1}{2}$ her / own again. You dropped your stick into the river
3 yesterday, / and it floated away. You were sorry, because it
 $3\frac{1}{2}$ had / cost you a great deal of trouble to cut it. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TYPEWRITING AND OFFICE ROUTINE

(Preliminary Grade).

Saturday, June 25th, 1910.—Morning, 9 to 11.30.

The Theory Paper and the Time Test must each be commenced on a fresh sheet, on which must be typed at the head the candidate's examination number.

If the candidate loses time through a defective machine, or finishes the whole of the work before the expiration of the time allowed, the fact must be notified on the candidate's worked papers, and will be taken into account by the Examiner.

1. Typewriting Time Test. (50)
2. How is the paper adjusted when inserted (a) obliquely, (b) too much to the right or left? (6)
3. Make a rough drawing, in pen or pencil, of the right and left hands, and indicate upon each finger the keys allotted to them. (6)
4. Some operators are incessantly using the eraser. Why is this? (5)
5. Indicate the best line-end division of the given words, thus: *abhor* :—

abhorrence,	brilliant,	emphasize,
acknowledge,	condemnable,	impression,
industrial,	magnificent,	negotiate,
permanent,	recognition,	trammelled.

(6)
6. If one space is left between each letter in words composing a headline, how many spaces are generally allowed between the words? State why. (5)
7. A letter extending over five sheets has to be typed. Should printed or plain paper be used for the second and subsequent sheets? What precautions would you take to prevent the interchange of the extra sheets? Should both sides of each sheet be used? (6)
8. Why do not all the type impressions fall upon one point on the paper? (6)
9. Set out properly, and punctuate, the following letter :—

19 George Street Liverpool 20th May 1910 S Standard & Co New York Gents Herewith we beg to hand you account sales for goods shipped per SS Wolf amounting to £320 net which we trust will be found in order if you will value upon us under advice at 30 days sight your draft will receive our due protection the shipment per SS Liverpool still remains unsold but we will do our best to clear it as soon as possible awaiting your favours Yours truly. (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TIME TEST

(to accompany **Typewriting and Office Routine Paper**).

(**Preliminary Grade.**)

Saturday, June 25th, 1910. — Morning, 9 to 9.10.

No candidate may have possession of this Paper for more than TEN minutes.

Full marks can be obtained by accurately copying 300 words at THIRTY words a minute. Greater speed secures extra marks. A minimum of FIFTEEN words a minute is required.

The quality of the touch and the correct division of words into syllables at the line-ends will influence the awarding of marks.

Use double line-spacing and a left margin of five degrees.

Joss paper is a product of bamboo, which is used by the Chinese for smoke sacrifices at religious and family celebrations. The rough paper weighs about 0.74 ounce per 1.19 square yards. It is covered on one side with tin, and then weighs about 1.3 ounces per 1.19 square yards. The sheets are folded into the shape of little boats, placed upon the altar, and ignited. Rapid burning and white ashes are invariably demanded. The attempts at imitation on the part of European manufacturers have usually failed on account of the second requirement. Efforts have been made in England, France, and Germany to imitate joss paper; but, up to the present, the product has been unable to compete with the Chinese original, either in quality or in price. From the following figures may be seen what an imitation joss paper which could compete with the Chinese article would mean to the inventor:—In the Sooshing district alone, £270,000 worth of joss paper is manufactured annually; in Shanghai, £136,000 worth is sold annually; and in the Yangtse Valley the sales are said to amount to £800,000 annually. The principal districts in which the manufacture of joss paper is carried on (Sooshing, Ningpo, Hangtschau, and Futschau) lie to the south of Shanghai. Young bamboo trunks are placed in ditches in layers, with a covering of lime between them. The ditches are sometimes as large as thirty feet wide and ninety feet long. Water is poured over the mass, and the contents are allowed to remain until the trunks have rotted, which sometimes takes as long as three months. After the lime water has been drawn off, the mass is placed in a ditch provided with stirrers, where it is washed. The reduction to fibre takes place in mills worked by buffaloes. After a second washing, the material is ready for the mould of the paper maker. In China the mould consists of fine bamboo sticks, and for this reason the

paper is always ribbed. The product is squeezed in wedge presses, dried on a board, and then covered with tin. The pulverized metal is strewn over the sheets, and hammered between the fibres with hammers of soft wood. The chief difficulty lies in this hammering, and, in spite of the thinness of the paper, the Chinese attain a shining surface of tin. The paper is packed in bales of 3,000 to 3,200 sheets. The manufacture of joss sticks is an important industry in Canton, and, according to the American Consul there, the exports to foreign countries during the last few years indicate an increasing trade in this direction. The method of manufacture of joss sticks is very interesting. The various kinds of woods used are reduced by hand to a dust with rasps and files. The sugar and materials, such as sandal and other woods, cedar, rhubarb, cloves, &c., which are used in the manufacture of these joss sticks, are ground to a fine powder in mill-stones. The materials are then mixed in an urn, Chinese wine being used to moisten them, and they are there thoroughly pounded. When sufficiently mixed, the mass is given to the man who rolls the sticks. This person sits before a table sprinkled with sandal-wood dust with a basket in his lap; in his right hand a wooden trowel, and in his left a bunch of bamboo sticks. The mixture is worked down to a body about the size of a large wire, when a stick is put on to the table, and with the trowel the substance is carefully rolled on to the bamboo stick. The alcohol in the wine causes it to dry rapidly, and the sticks are ready for packing almost immediately. The workers are paid at the rate of one shilling and fourpence per 10,000 sticks, and an experienced man is able to roll as many as 8,000 per day, while the average is about 6,000 per day. There are many kinds of joss sticks manufactured in Canton. The best grades are all made on bamboo sticks, and vary in size, some being as long as three feet, while the shortest are about one foot. Others are made in the shape of spirals.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ART SUBJECTS—PENMANSHIP

(Preliminary Grade).

Wednesday, June 22nd, 1910.—Morning, 11.30 to 12.

30 minutes allowed.

Work neatly.

Specially ruled paper is provided.

Write the words in italics in a larger hand than the rest.

Froude.

I had gone to the *West Indies* to see our own *Colonies*, but I could not leave those famous seas, which were the scene of our Ocean duels with the *Spaniards*, without a visit to the last of the great possessions of *Philip II* which remained to his successors. I ought not to say the last, for *Puerto Rico* is Spanish also, but this small island is insignificant and has no important memories connected with it. *Puerto Rico* I had no leisure to look at and did not care about, and to see *Cuba* as it ought to be seen required more time than I could afford; but *Havana* was so interesting, both from its associations and present condition, that I could not pass it by.

	1907.		1908.
Spain	£57,126	.....	802,729
Italy	£1,009,437	.....	96,003
Wheat	cwt. 612,098	.....	1,125,418
Peas	„ 4,612	.....	11,729
Beans	„ 15,307	.....	9,003
Oats	„ 1,105,288	.....	892,556

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Preliminary Grade).

Friday, June 24th, 1910.—Morning, 11.15 to 1.

Work neatly.

1. From what sources is drinking water obtained? In what ways may it be polluted, and to what dangers may such pollution give rise? (20)
2. What means would you take to prevent the spread of infection from a scarlet-fever patient to others in the same house? (20)
3. What are the main constituents of food? Illustrate your answer by the following :—*meat, milk, bread.* (20)
4. What impurities may occur in the air, and from what sources are they derived? (20)
5. Describe the structure of the skin. In what ways is it affected by (a) exercise, (b) dirt? (10)
6. What different means can be used to ventilate a room? (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

PLAIN NEEDLEWORK (Preliminary Grade).

Thursday, June 23rd, 1910.—Morning, 11.30 to 1.30.

1. From the lined paper supplied, cut out a child's chemise. Do not make it up, but state length and width of neck band on the garment. (40)
2. On the calico supplied, show both a sew and fell, and a run and fell seam. (20)
3. On the flannel supplied, show a flannel seam and a small darn as for thin place. (40)

INTERMEDIATE.

[For Candidates prepared on the AUTHORIZED Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Intermediate Grade).

From the death of Joshua to the death of Solomon.

Saturday, June 25th, 1910.—Afternoon, 2 to 3.30.

Work neatly.

1. Compare the personal qualities, and the achievements, of the Judges Barak and Gideon. (14)
2. Describe the services which Samuel rendered to Saul up to the time of his election as king. How did he afterwards become estranged from Saul? (15)
3. Point out the generosity of David's character, especially in his treatment of Abner, Amasa, and Shimei. (14)
4. Relate the attempt of Adonijah to place himself on the Throne, and trace his career afterwards. (15)
5. "The Temple itself was built on the model of the ancient Tabernacle."—Explain this statement, and give the form and position of the pillars Jachin and Boaz, the Molten Sea, and the ten golden Candlesticks. (14)
6. In what ways did Solomon amass wealth by trade and foreign alliances? Show that the effects were harmful to himself and to his subjects. (14)
7. Notice briefly the historical occasions to which the following passages from the Book of Psalms might be referred:—
 - (a) "Arise, O Lord, into thy rest; thou, and the ark of thy strength. Let thy priests be clothed with righteousness, and let thy saints shout for joy."
 - (b) "I have made a covenant with my chosen, I have sworn unto David my servant. Thy seed will I establish for ever, and build up thy throne to all generations."
 - (c) "For it was not an enemy that reproached me; neither was it he that hated me that did magnify himself against me. But it was thou, a man mine equal, my guide, and mine acquaintance."
 - (d) "The king shall joy in thy strength, O God. Thou hast given him his heart's desire, and hast not withholden the request of his lips." (14)

[For Candidates prepared on the DOUAY Version.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCRIPTURE HISTORY (Intermediate Grade).

From the death of Josue to the death of Solomon.

Saturday, June 25th, 1910.—Afternoon, 2 to 3.30.

Work neatly.

1. Compare the personal qualities, and the achievements, of the Judges Barac and Gedeon. (14)
2. Describe the services which Samuel rendered to Saul up to the time of his election as king. How did he afterwards become estranged from Saul? (15)
3. Point out the generosity of David's character, especially in his treatment of Abner, Amasa, and Semei. (14)
4. Relate the attempt of Adonias to place himself on the Throne, and trace his career afterwards. (15)
5. "The Temple itself was built on the model of the ancient Tabernacle."—Explain this statement, and give the form and position of the pillars Jachin and Booz, the Molten Sea, and the ten golden Candlesticks. (14)
6. In what ways did Solomon amass wealth by trade and foreign alliances? Show that the effects were harmful to himself and to his subjects. (14)
7. Notice briefly the historical occasions to which the following passages from the Book of Psalms might be referred:—
 - (a) "Arise, O Lord, into thy resting place: thou and the ark, which thou hast sanctified. Let thy priests be clothed with justice: and let thy saints rejoice."
 - (b) "I have made a covenant with my elect, I have sworn to David my servant: Thy seed will I settle for ever, and I will build up thy throne unto generation and generation."
 - (c) "For if my enemy had reviled me, I would verily have borne with it. But (it was) thou, a man of one mind, my guide, and my familiar."
 - (d) "In thy strength, O Lord, the king shall joy. Thou hast given him his heart's desire: and hast not withholden from him the will of his lips." (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH—Paper A—(Intermediate Grade).

Tuesday, June 21st, 1910. — Afternoon, 2.15 to 4.15.

Work neatly.

1. Write, in two columns, the words imperfectly printed below :—

The n-got-t-ns went on, and it was agreed that Nelson should have an int-rv-w with the Prince. A strong g-rd was ap-nted to escort him to the p-l-ce, as much for the purpose of s-c-r-ty as of honour. The p-p-l-ce showed a mixture of c-r-s-ty and displ-s-re, but there were neither ac-l-m-tions nor m-rm-rs. The pr-l-m-n-r-s were adjusted, and, during the repast which followed, Nelson, with all the s-ne-r-ty of his ch-r-ct-r, bore willing t-st-m-ny to the v-l-r of his foes. (20)

2. Give a simple prose version of the following stanzas :—

“ Eftsones I heard the dash of oars,
I heard the *pilots* cheer ;
My head was turned *perforce* away,
And I saw a boat *appear*.
“ Then vanished all the lovely lights ;
The bodies rose *anew* :
With silent pace, *each* to his place,
Came back the ghastly crew.
The wind, that shade *nor* motion made,
On me alone it blew.” (10)

3. Parse briefly the words printed in *italics* in Question 2. (15)

4. Write the present infinitive, the past tense (third person singular), and the past participle of *four* strong verbs from the two stanzas. (10)

5. Quote, from Question 2, the *adverbs*, the *adverbial phrase*, and the *indirect object* that are placed before the verbs with which they are connected. (15)

6. What kind of sentence do the *last two* lines of the first stanza consist of? Analyse the *last two* lines of the second stanza. (15)

7. Point out the errors in the following sentences, and state your reason for each correction :—

- (a) Some day they hope to make a machine that will answer the purpose.
(b) In the gallery there is a fine collection of pictures which have taken many years to collect.
(c) Neither of the three passengers was injured by the collision.
(d) King Alfred was the most learned of all his subjects. (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH — Paper B—(Intermediate Grade).

Thursday, June 23rd, 1910.—Afternoon, 3 to 5.30.

Work neatly.

1. Describe the immediate consequences of shooting the albatross, and how the bird and the ship finally disappeared. (14)
2. Quote the *three* lines that follow each of the passages (a), (b), and (c):—
 - (a) "The ice was here, the ice was there."
 - (b) "Day after day, day after day."
 - (c) "Farewell, farewell! but this I tell." (14)
3. State to whom, by whom, and in what connexion the following passages were spoken:—
 - (a) "Ha! ha!" quoth he, "full plain I see,
The devil knows how to row."
 - (b) "But why drives on that ship so fast
Withouten wave or wind?"
 - (c) "The game is done! I've won, I've won!"
 - (d) "I fear thee and thy glittering eye
And thy skinny hand so brown." (14)
4. By what means did Rosalind propose to cure Orlando of his love? How was Oliver reconciled to his brother? (14)
5. Describe the means by which Ariel foiled the conspiracies against Alonzo and Prospero. (14)
6. Write an Essay, of not more than 300 words, on *one* of the following subjects:—
 - (a) Varieties of Artificial Light.
 - (b) Earthquakes.
 - (c) The Uses of Electricity.
 - (d) The Story of "Hamlet."
 - (e) "Where there's a will, there's a way." (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Intermediate Grade).

A.D. 1603-1901.

Tuesday, June 21st, 1910.—Morning, 9.15 to 11.

Answer SIX questions only. The questions are of equal value.

All candidates must attempt either Question 1 or Question 2, but not both.

Work neatly.

1. Sketch the history of the islands of St. Pierre and Miquelon, and state in what ways Sir Humphrey Gilbert, Sir Francis Bacon, Sir George Calvert, Sir David Kirk, and Captain Cook respectively were connected with the history of Newfoundland.
2. Trace the relations of Newfoundland with Labrador and the United States respectively, and briefly describe the development of Newfoundland since 1832.

Candidates may attempt any FIVE of the following questions, but not more than five.

3. Write a short account of *three* of the following:—Gunpowder Plot, the Voyage of the *Mayflower*, the Petition of Right (1628), the execution of Charles I, stating *briefly* the causes in each case.
4. On what occasions was the Crown of England given to a foreign Prince? Give the dates, and state clearly the reasons in each case.
5. Describe *briefly, or* tabulate, the course of historical events leading up to *two* of the following battles:—Edgehill, Culloden, Bunker's Hill, Waterloo.
6. Write a full account of the conquest of Canada by the British, with date.
7. Explain the meaning of the following terms, and state what you know about each:—Habeas Corpus Act, the Union of Great Britain and Ireland, the Repeal of the Corn Laws.
8. State *briefly* what important services to their country were rendered by *three* of the following:—the Duke of Marlborough, Clive, Nelson, Lord Roberts.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (Intermediate Grade).

Wednesday, June 22nd, 1910.—Morning, 11.15 to 1.15.

Work neatly.

Only two questions may be attempted in each Section of the Paper.

SECTION A.

1. Give the names and positions of the mountains, or lakes, in which the following rivers rise, the names of the countries through which they flow, and of the seas, oceans, or lakes into which they empty themselves:—Thames, Clyde, Liffey, Loire, Elbe, Nile, Oxus, Mississippi.
2. Explain, with diagrams, details, or explanations necessary, *five* of the following terms:—*latitude, isthmus, table-land, right bank of river, solstitial point, atoll, tide.*
3. Give, in order, the names of the countries, rivers, and chief seaports passed in a voyage round the coast of South America.
4. State the exact positions of *five* of the following, with anything you know of importance about each:—Dartmoor, the Lothians, Canary Islands, Tanganyika, Uganda, Yellow Sea, New Guinea, Black Forest. (40)

SECTION B.

5. State shortly what you know of the physical features, climate, and vegetable productions of the island of Jamaica and the State of Queensland.
6. Draw a map of the part of Africa, South of the Zambesi, which belongs to Great Britain. Insert the names of the Colonies or Dependencies with their chief rivers. Write on it what you consider the two most important productions of each colony.
7. State what you know concerning *two* of the following:—(a) Monsoons of India, (b) cause of the dryness of the interior of Australia, (c) the difference in climate and productions of Newfoundland and Vancouver Island.
8. Compare, and contrast, the climate, productions, and mode of life of the inhabitants of the great Ganges plain of India with those of the inhabitants of Canada, east of the Rocky Mountains. (30)

SECTION C.

9. What countries produce the following in largest quantity, and what advantages of climate, nearness to markets, &c. enable them to do this?—*maize, coffee, india-rubber, silk, sulphur, nitre, hides, and cochineal*. Give two localities only for each.
10. Mention *three* of the chief manufacturing centres of Europe outside Great Britain. Give the exact situation of each, its chief towns, and the principal manufactured articles. State why each district is specially suited to the particular manufacture.
11. A museum is to be filled with interesting and typical animal and vegetable products and manufactured articles (not machinery). You are sent to the following places to collect; what will you bring away from each?—Tokio, Hong-Kong, Egypt, Sierra Leone, Trinidad, Melbourne, Ceylon.
12. From what countries and districts do we derive our supply of the *five* most important metals either in the condition of native metals or ores? Give the exact situation of each district. (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ARITHMETIC (Intermediate Grade).

Wednesday, June 22nd, 1910. — Morning, 9 to 11.

Work neatly.

1. If there are 4360 words in 3 columns of a newspaper and the length of the column is 23 inches, and 10 lines of print occupy a length of $1\frac{9}{32}$ inch, find the average number of words in a line. *Answer to the nearest whole number.* (7)
2. The rate of exchange being 4.86 dollars for £1, find in English money to the nearest penny the value of 317 dollars. (10)
3. Find the Simple Interest on 2527 dollars for 3 years 5 months at $3\frac{3}{4}$ per cent. (10)
4. A train is timed to run a distance of $76\frac{1}{4}$ miles in 1 hour 24 minutes. Find the average speed (i) in miles per hour to the nearest tenth of a mile, (ii) in feet per second to the nearest inch. (12)
5. A lake has an area of 3 acres. After rains, the level of the water rises $\frac{1}{4}$ inch. How many extra gallons of water are there in it? [1 gallon = $277\frac{1}{4}$ cubic inches.] (14)
6. A manufacturer sells chocolate at \$1.20 per lb. Of that price 15 per cent. is profit. If he raises the price to \$1.25 per lb., what percentage of this price is profit? (16)
7. A man buys shares in a company at \$17.60 per share, and holds them for $2\frac{1}{2}$ years, during which time he receives two dividends, one at the rate of 55 cents, the other at 65 cents per share. He sells out at a profit, and, reckoning that profit as a third dividend, he finds that he has received, in the $2\frac{1}{2}$ years, Simple Interest at the rate of $5\frac{1}{2}$ per cent. per annum on the money he invested. At what price does he sell out? (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Intermediate Grade.

TOTS (to accompany Arithmetic paper).

Wednesday, June 22nd, 1910. — Morning, 9 to 9.15.

Add these up, placing the totals in the spaces indicated:—

5 6 3 2 1	\$ 1 3 2 4 . 7 6
7 3 8 5 2 6	8 5 9 . 8 4
9 3 0 7	1 7 2 3 4 . 7 5
3 5 2 4 6	2 7 3 6 . 5 0
5 2 1 7 4 8	9 1 9 . 4 4
9 3 0 2 3	3 4 2 6 . 0 8
7 1 4 2 8 2	1 8 0 0 . 2 0
9 2 7	5 5 6 . 4 8
7 2 3 4	9 . 3 5
8 4 0 7 5	8 2 0 . 7 6

	£	s.	d.
1 7 2 5 4	2 3 0	1 8	4 $\frac{1}{4}$
8 3 7 6	8 9	6	8 $\frac{1}{2}$
5 2 4 8 3 7	1 5 2 0	1 4	7
9 3 4 0 5	1 7 5	1 2	10 $\frac{3}{4}$
7 8 2 4	9 4	5	9
9 9	5 1 7	1 7	8 $\frac{1}{2}$
8 9 3	7 3	8	7 $\frac{3}{4}$
4 2 7 1 6	2 3 1 4	1 3	5
2 8 4 3 2	1 1 7	9	8 $\frac{1}{2}$
1 7 6 5 4 8	8 3	1 8	2

Add these across, placing the totals in the spaces indicated:—

TOTALS.

$$294 + 78 + 1324 + 792 + 45 + 176 + 815 + 72 + 189 = \dots\dots\dots$$

$$15\cdot4 + 11\cdot07 + 3\cdot126 + 172\cdot4 + 83\cdot06 + 5\cdot7 + 2\cdot03 + 17\cdot56 = \dots\dots\dots$$

$$12\frac{3}{4} + 2\frac{1}{2} + 17\frac{1}{4} + 6 + 25\frac{3}{4} + 8\frac{1}{2} + 3\frac{3}{4} + 173\frac{1}{2} = \dots\dots\dots$$

$$\text{\$ } 79.20 + 5.65 + 12.05 + 8.40 + 18.65 + 27.24 + 9.76 = \dots\dots\dots$$

N.B.—The totals are **not** to be copied into the Answer book.

(15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ALGEBRA (Intermediate Grade).

Tuesday, June 21st, 1910. — Morning, 11.15 to 1.15.

Care should be taken to write out the work neatly and to omit no steps of the proofs.

Squared paper may be obtained from the presiding examiner.

1. Multiply $x^3 + x^2 + 1$ by $x^3 - x - 1$, and verify your result when $x = 3$. (6)

2. Simplify—

$$(i) \frac{x^2 + x - 6}{x^3 - x - 6}, \quad (ii) \frac{x^7 y - x^4 y^4}{x^5 y - x^4 y^2}, \quad (iii) \frac{1 - \frac{a}{b} + \frac{2b}{a}}{\frac{2}{a} - \frac{1}{b}}. \quad (9)$$

3. Solve the equations:—

$$(i) \frac{x}{x-2} + \frac{1}{x-3} = 1; \quad (ii) \frac{x}{x-2} + \frac{1}{x-3} = 3. \quad (10)$$

4. Prove that, if three consecutive numbers are multiplied together and the middle number is added to the product, the result is equal to the cube of the middle number. (10)

5. Add one term to each of the following expressions so as to make the result a complete square in each case:—

$$(i) p^2 - 6pq, \quad (ii) 4x^2 + 4xy, \quad (iii) 9a^2 - 12ab.$$

Solve, to two decimal places, the equation

$$x^2 - 2x = 1. \quad (15)$$

6. Three years ago A was $\frac{2}{3}$ of B's age. Five years hence A will be $\frac{3}{4}$ of B's age. Find their present ages. (15)

7. A man has a pounds and b shillings. If he buys 20 articles at b shillings each and 19 articles at $(a-b)$ shillings each, find how much money he will still have. (15)

Either 8A. The following table gives, in millions, the populations of France and Germany at the dates named:—

	1800	1830	1860	1880	1890
France	27	32	37	38	39
Germany	23	30	38	45	49

Illustrate the growths of their populations by graphs, taking a horizontal half-inch to represent 10 years and a vertical inch to represent a population of 10 millions.

Find, from your figure, at about what date the populations of these two countries were equal. (20)

- Or 8B. Find the Highest Common Factor and Lowest Common Multiple of $x^3 + 3x^2 - x - 3$, $x^3 - 7x + 6$, $x^3 + 2x^2 - 5x - 6$. (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOMETRY (Intermediate Grade).

Thursday, June 23rd, 1910.—Morning, 9 to 11.30.

Figures must be drawn neatly.

Each candidate may take ONE paper ONLY, A or B or C.

Paper A.—Euclid, Books I and II, with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be geometrical.]

A 1. Prove that, if two triangles have the three sides of the one equal to the three sides of the other, each to each, then the triangles are equal in all respects. (8)

A 2. Prove that, if one side of a triangle be produced, then the exterior angle is greater than either of the interior opposite angles. (9)

A 3. Prove that the sum of the angles of a quadrilateral is equal to four right angles.

AXB is an equilateral triangle described on the side AB of a square $ABCD$, and X lies outside the square. Calculate the magnitude of the angle BXC . (17)

A 4. Prove that the straight lines which join the extremities of two equal and parallel straight lines towards the same parts are themselves equal and parallel.

AOB is the diameter of a fixed circle whose centre is O , and P is a variable point on the circle; PQ is drawn parallel and equal to OB . Show that Q lies on another fixed circle, whose centre is B . (15)

A 5. Prove that, if a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts is equal to the square on that part, together with the rectangle contained by the two parts.

In the triangle ABC the angle at B is a right angle, and BD is perpendicular drawn to AC . If $AC \cdot CD = CB^2$, prove that $AD \cdot DC = BD^2$. (15)

A 6. Prove that, if a straight line is divided into any two parts, the square on the whole line is equal to the sum of squares on the two parts, together with twice the rectangle contained by the two parts. (9)

- A 7. In the triangle ABC the angle C is obtuse, and BD is the perpendicular drawn to AC . Prove that

$$AB^2 = BC^2 + AC^2 + 2AC \cdot CD.$$

ABC is an equilateral triangle whose side is 9 inches; M is that point of trisection of AC which is nearest to A . Calculate the length of BM . (18)

- A 8. Show how to construct a square equal to a given rectangle, and prove your construction. (9)

Paper B.—Euclid, Book I and Book III, Props. 1–19, with Riders.

[Any generally recognized symbols or abbreviations may be used, but the proofs must be geometrical.]

- B 1. Prove that, if two triangles have the three sides of the one equal to the three sides of the other, each to each, then the triangles are equal in all respects. (8)

- B 2. Prove that, if one side of a triangle be produced, then the exterior angle is greater than either of the interior opposite angles. (9)

- B 3. Prove that the sum of the angles of a quadrilateral is equal to four right angles.

AXB is an equilateral triangle described on the side AB of a square $ABCD$, and X lies outside the square. Calculate the magnitude of the angle BXC . (17)

- B 4. Prove that the straight lines which join the extremities of two equal and parallel straight lines towards the same parts are themselves equal and parallel.

AOB is the diameter of a fixed circle whose centre is O , and P is a variable point on the circle; PQ is drawn parallel and equal to OB . Show that Q lies on another fixed circle, whose centre is B . (15)

- B 5. Prove that the area of a triangle is one-half that of the rectangle whose sides are the base and altitude of the triangle.

The sides of a triangle are 280, 298, 102 feet. Prove that one of its angles is a right angle, and calculate the area of the triangle. (15)

- B 6. Show how to find the centre of a given circle. (9)

- B 7. Prove that chords of a circle which are equidistant from the centre are equal.

Calculate the length of a chord of a circle whose radius is a when the distance of the chord from the centre is known to be d . (18)

- B 8. Show how, with proof, to draw tangents to a circle whose centre is C from a point P without it. (9)

Paper C.—Theoretical and Practical Geometry.

[Any generally recognized symbols or abbreviations may be used. Figures should be drawn accurately. In the Practical Geometry, candidates are not required to prove the validity of the constructions, but all the lines required in the constructions must be clearly shown.]

- C1. Construct a right-angled triangle whose shorter sides shall be 5, 12 centimetres, and inscribe a circle in it. Measure the radius of this circle. (12)
- C2. Draw two perpendicular straight lines OA , OB , three and four inches long; with A , B as centres and OA , OB as radii, describe circles meeting again at R ; join R to the middle point K of OB , and produce, if necessary, RK to cut the circles again at X , Y ; draw the tangents at X , Y , and measure the angle they make with each other. (12)
- C3. Draw three straight lines 5, 9, 12 centimetres long; construct the fourth proportional to them, and measure its length. (12)
- C4. Describe the *cube*, *cylinder*, and *sphere*.
 $ABCD$, $A'B'C'D'$ are two opposite faces of a cube whose side is one inch, AA' , BB' , CC' , DD' being parallel; L , M are the middle points of $B'A'$, $B'C'$. Draw a sketch of the section of the cube by the plane $ACML$, and mark on your sketch the length of its shortest side. (16)
- C5. Prove that the sum of the angles of a quadrilateral is equal to four right angles.
 AXB is an equilateral triangle described on the side AB of a square $ABCD$, and X lies outside the square. Calculate the magnitude of the angle BXC . (16)
- C6. Prove that chords of a circle which are equidistant from the centre are equal.
 Calculate the length of a chord of a circle whose radius is a when the distance of the chord from the centre is known to be d . (16)
- C7. Prove that angles in the same segment of a circle are equal.
 $ABCD$ is a quadrilateral inscribed in a circle, and AB , CD are each equal to the radius; AC , BD meet at I . State the magnitude of the angle AIB , and prove the truth of your statement. (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MECHANICS (Intermediate Grade).

Friday, June 24th, 1910. — Morning, 9 to 11.

Work neatly.

1. Three cubical vessels are filled respectively with air, water, and sand, and closed with lids. Compare the pressures on each of the side faces and the top with the pressure on the base in each case. (10)
2. Define a *force*. How are forces measured? What force, acting for 5 secs. on a mass of 100 gms., will increase its velocity from 100 to 600 cms. per sec.?
Sketch, and describe, *one* of the Mechanical Powers by means of which 2 lb. will support 32 lb. (12)
3. Find the position of the centre of gravity of three bodies of 1 lb., 2 lb., and 1 lb. placed at the angular points of a triangle. (14)
4. A small pendulum, consisting of a thread with a leaden ball at the end, hangs from the roof inside a railway car. The train starts at one station and stops at the next. How is the pendulum inclined (*a*) when the train is increasing its speed, (*b*) when it attains a uniform speed, (*c*) when it is pulling up at the next station?
Enunciate the Law of Motion (Newton's) which is used in the solution of the question. (14)
5. Show, by a diagram drawn to scale, the lines along which three forces of 10, 8, and 6 units must act on a particle to keep it at rest. Find, from the diagram, the angle between each pair of forces. (12)
6. A light rod, 20 in. long, carries weights of 2 and 3 lb. respectively at its extremities. Find the point about which it will balance. (12)
7. Describe some method of determining experimentally the pressure of the atmosphere at a given time and place. (12)
8. If 5 cub. in. of mercury weigh 2.45 lb. and 2 cub. in. of cast-iron weigh .52 lb., what is the ratio of the density of mercury to that of cast-iron? (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MENSURATION (Intermediate Grade).

Friday, June 24th, 1910.—Morning, 9 to 11.

Work neatly.

Diagrams and formulæ should accompany the solutions, which should be given in full.

$$[\pi = \frac{22}{7}.]$$

1. Find, in square yards, the area of a rhombus of which one side measures 53 yards and one diagonal 90 yards. (8)
2. The sides of a triangle are 20, 21, 13 yards. Find its area, and the lengths of the perpendiculars from each corner to the opposite side. (10)
3. The four sides of a field are, in order, 25, 60, 78, 65 chains; the first two sides form a right angle. Find the area of the field in acres. (10)
4. An arc of a circle subtends an angle of 37° at the centre. Find the length of the arc, the diameter of the circle being 97 feet. (8)
5. Find, to the nearest yard, the diameter of a circle whose area is 20 acres. (8)
6. The external dimensions of a closed wooden box are 4 ft. 6 in., 2 ft. 7 in., 3 ft. 4 in.; the thickness of the wood is 2 in. Find the number of cubic feet of wood in it. (10)
7. A triangular pyramid has each side of the base 6 ft. in length and the height is 25 ft. Find the volume. (10)
8. The diameter of a hemispherical bowl is 15 in. How many gallons of water will it hold? [277.2 cubic inches = 1 gallon.] (10)
9. The volumes of a cylinder and a cone are equal; the radii of the bases are 5 in. and 7 in. respectively and the height of the cone is 6 in. Find the height of the cylinder. (10)
10. Draw neatly a Plan of the field *ABCDEF*, and find its area in acres, roods, perches from the following Field-Book entries in links:—

	<i>AD</i>	
0	500	0
	390	480 to <i>E</i>
to <i>C</i> 240	370	
to <i>B</i> 270	210	
	160	220 to <i>F</i>
0	000	0

From *A* go North.

(16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

BOOK-KEEPING (Intermediate Grade).

Friday, June 24th, 1910. — Afternoon, 2 to 4.

Work neatly.

N.B.—Extra marks for neat writing, with legible figures. Dates and Names of Persons to be given as stated.

DOUBLE ENTRY.

1. Journalize the following Statements and Transactions in the books of Mr. Richard Red. (*All Cheques to be treated as "Bank" transactions.*)
2. Post the Journal entries into the Ledger.
3. Extract a Trial Balance.
4. Close the Accounts and compile Balance Sheet.

STATEMENTS.

On 30 June, 19—, the Books of Mr. V. Green showed the following balances :—

	Dr.	Cr.
Cash	\$ 155.00	—
Bank	775.00	—
Goods	1810.00	—
Bills Receivable	1080.00	—
Bills Payable	—	1995.00
S. Smith	135.75	—
S. Salmon	—	140.00
C. Cairns	150.25	—
Capital a/c	—	1796.00
Landlord (for rent)	—	175.00
	<u>4106.00</u>	<u>4106.00</u>

Mr. R. Red purchased the whole of these Assets and Liabilities for the sum of \$1900 on the 1st July, 19—.

INTERMEDIATE BOOK-KEEPING.

His Transactions for the ensuing month were as follows:—

July	1.	Paid into Bank	\$ 4000.00
		Gave Mr. Green Cheque for.....	1000.00
		and an acceptance at 6 months for	900.00
		[in accordance with the terms of the Purchase Agreement].	
„	2.	Sold Goods to C. Cairns.	100.75
		Sold Goods for Cash	75.75
„	3.	Sold Goods to S. Salmon and received his Cheque..	235.25
„	4.	Bought Goods of J. Smith	250.30
„	5.	Paid Carriage thereon by Cash	5.70
		Received Acceptance at 3 months from C. Cairns ..	150.00
„	6.	Purchased Stationery of Cyclo Co., Ltd.	30.00
„	8.	Bills Payable met at Bank	600.00
		Discounted B/R \$580 at Bank, and received	565.50
„	9.	Paid Landlord by Cheque.....	175.00
„	11.	Paid S. Salmon by Cheque to settle his a/c	137.50
„	12.	Drew for self.....	50.00
„	13.	Returned to J. Smith portion of Goods bought on 4th inst. and received his Credit Note	105.00
„	15.	Cash Sales to date—banked proceeds	88.20
„	16.	Paid, in Cash, Wages (2 weeks)	20.00
		and Sundry Trade Expenses	12.50
		and Fire Insurance Premium for year, from 1st July [NOTE—Only $\frac{1}{12}$ th must be charged to this month's Profit and Loss Account.]	18.00
„	17.	C. Cairns retired his acceptance (\$ 150) by cheque for	146.50
„	22.	C. Cairns called and offered a Composition of 50°/o to settle his a/c, which I accepted; he thereupon paid me in cash.....	
„	29.	Paid, in Cash, Wages	20.00
		and Trade Expenses	11.60
„	31.	Rent due, but unpaid	58.30
		Stock of Goods on hand estimated at \$ 1755.95.	
		„ Stationery „ „ \$ 25.00.	
		[NOTE.—Carriage, Rent, Insurance, Wages, and Trade Expenses may be posted to one account— “Trade Charges.”]	

QUESTIONS.

1. Explain the following terms in connexion with Cheques:—*not negotiable*, *crossing*, *refer to drawer*, *dishonoured*.
2. Explain the terms, *Debit Balance*, *Trial Balance*, and *Balance Sheet*,
What is the chief difference between the last two?

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GENERAL ELEMENTARY SCIENCE

(Intermediate Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 6.15.

1. What do you understand by the expression *maximum density of water*, and how would you show that the maximum density is attained at 4°C .? Give a graphic representation of the changes of volume which accompany the heating of ice at -10°C . until it becomes steam at 110°C . (17)
2. Distinguish carefully between *heat* and *temperature*, and describe experiments which conclusively show that different substances have different capacities for heat. (16)
3. Give an account of experiments showing that air is concerned in cases of common combustion. (16)
4. Explain the formation of *stalactites* and *stalagmites*: also the occurrence of "fur" in a domestic kettle. (17)
5. Give an account of experiments which show that chalk (or limestone) is profoundly changed when it is burnt. (17)
6. Two thermometers are suspended side by side, and the bulb of one of them is covered with moist muslin. Under ordinary atmospheric conditions, would you expect the thermometers to indicate the same temperature? Give reasons for your answer, and state the conditions under which the thermometers will indicate the same temperature. (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

CHEMISTRY (Intermediate Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 6.15.

Work neatly.

Sections **A** and **B** are alternative, and no Candidate may attempt questions in more than one Section.

SECTION **A** (ON SYLLABUS **A**).

- A 1. Describe experiments showing that some substances gain in weight when they are heated in air, whilst others lose in weight when placed under exactly the same conditions. How do you explain the facts you demonstrate? (17)
- A 2. Give an account of experiments with the element sulphur and made with the object of demonstrating its most important properties. (16)
- A 3. What do you understand by a *hard water*? Give a brief account of each of the methods used in softening water. (16)
- A 4. Why is nitric acid regarded as an *oxidizing* agent, and why is a solution of sulphur dioxide regarded as a *reducing* agent? State what usually happens when a powerful oxidizing agent is added to a strong reducing agent, and describe experiments in support of your statement. (17)
- A 5. A colourless gas consists of a mixture of carbon monoxide and carbon dioxide. How would you prove the composition of the mixture, and how would you find the percentage volume of each gas in the mixture? (17)
- A 6. Give an account of the characteristics of the class of substances known as *acids*. Are we, or are we not, justified in calling carbon dioxide *carbonic acid*? Give reasons for your answer. (17)

SECTION **B** (ON SYLLABUS **B**).

- B 1. *Nitre*, *alum*, and *gypsum* are all soluble in water. How would you distinguish between them? (16)
- B 2. Describe experiments showing that air is concerned in common cases of combustion. (16)
- B 3. How is *aqua fortis* (nitric acid) made on the small scale? Sketch the apparatus used, and give an account of experiments which characterize the acid. (17)
- B 4. How would you find exactly the weight of salts dissolved in 100 c.c. of sea-water? State all precautions to be taken with the object of obtaining an accurate result. (17)
- B 5. Describe, in detail, an experiment by which it is proved that 100 grams of chalk, when burnt, produce 56 grams of quicklime. (17)
- B 6. Two solutions, one of *caustic soda* and one of *washing soda*, are provided. How will you tell which is which? (17)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NAVIGATION (Intermediate Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 6.15.

No books or tables to be used by candidates.

Work neatly.

- Find $\log x$ when $x = \frac{58 \cdot 912}{2500 \cdot 7}$, and determine how many figures there are in the 29th power of 2. (12)
- Define *parallel of latitude* and *difference of longitude*.
Calculate the difference of longitude in each of the following cases :—
(a) Long. from $35^{\circ} 27' E$; Long. in $23^{\circ} 49' E$.
(b) Long. from $151^{\circ} 31' E$.; Long. in $169^{\circ} 46' W$. (12)
- State, correct to the nearest degree, the magnitude of the angular interval between (i) N. and N.E.b.N., (ii) S.S.W. and W.b.N. (iii) S. and S.E. $\frac{3}{4}$ S., (iv) N. and N.b.E. $\frac{3}{4}$ E. (8)
- What are *variation of the compass* and *compass error*?
Draw diagrams and determine the variation of the compass when
(a) Compass Error, $25^{\circ} W$.; Deviation, $7^{\circ} E$.
(b) Compass Error, $15^{\circ} E$.; Deviation, $11^{\circ} E$. (12)
- Under the following conditions find the true courses :—

Compass Course.	Variation.	Deviation.	Leeway.	Wind.
N. $23^{\circ} W$.	$7^{\circ} W$.	$3^{\circ} 20' W$.	1 pt.	W.
S. $54^{\circ} W$.	$25^{\circ} E$.	$5^{\circ} W$.	$\frac{1}{2}$ pt.	S.E.
N. $87^{\circ} E$.	$18^{\circ} W$.	$9^{\circ} E$.	$\frac{3}{4}$ pt.	N.N.E.

 (24)
- Determine the compass course of a ship when the variation is $24^{\circ} W$. and the deviation $3^{\circ} E$. in order that the true course may be N.N.W. (6)
- Calculate, and name the items which will be found in a Traverse Table corresponding to a distance of 64 miles and a course 23° , and deduce the items for a distance of 96 miles and a course 67° . (16)
- A ship sailed from latitude $34^{\circ} 25' N$., longitude $17^{\circ} 52' W$., until she arrived in latitude $31^{\circ} 35' N$., her departure having been 94 miles E. Find her longitude in. (10)

From Traverse Table.

For 57° . Distance 56. Dif. Lat. $30 \cdot 5$. Dep. 47.

LOGARITHMS.

Number.	Logarithm.	
2,	3010300.	L. $\sin 23^{\circ} = 9 \cdot 5918780$.
58912,	7702038.	L. $\cos 23^{\circ} = 9 \cdot 9640261$.
25007,	3980616.	

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NATURAL HISTORY — PHYSIOGRAPHY

(Intermediate Grade).

Friday, June 24th, 1910.—Afternoon, 4.15 to 6.15.

Only six questions to be answered. All questions carry equal marks.

1. Give *five* distinct reasons for believing that the earth is round, and, if you can, state its exact shape.
2. Explain fully, with diagrams, why summer is warmer than winter.
3. On a voyage from Glasgow to St. John's, a captain took an observation of his ship's position on March 21st, and found that she was on 30° W. and 45° N. Describe, in detail, how he ascertained these figures.
4. A map can give us information as to distance, direction, and height. Indicate how the information is generally given, or can be given, in each case.
5. Newfoundland gives us some good illustrations of both the wearing down and the building up of land forms. Describe, and account for, *two* instances of each of these phenomena.
6. Distinguish between the different kinds of lakes, showing how the difference in character is due to difference of origin.
7. Draw a rough sketch-map to show the line of the water-parting between the Atlantic and the Indo-Pacific Oceans, and explain how the position of that line indicates the overwhelming importance of the Atlantic.
8. Show the relation of the regular winds to the ocean currents off the East Coast of North America, and mention some effects of each current.
9. What are the essential characteristics of the climate of the British Isles, and to what causes are they respectively due?
10. Explain how, and why, the wind-system moves with the sun, and the results of this movement on the climate of Southern Europe.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Intermediate Grade).

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 5.

Work neatly.

A.—ACCIDENCE.

1. *Remi entra chez le barbier.*—Turn this sentence into a question; and then write it out again twice, changing the verb the first time into the present tense and the second time into the past indefinite. (6)
2. Turn into French:—We shall come to-morrow. They are coming to-day. Do not come here. (9)
3. Give the first person singular of the present indicative and the first person singular of the present conditional of *donner, se lever, craindre, voir, faire.* (10)
4. Make up three sentences in French, using any of the following words:—
poisson (masc.), fish; *mer* (fem.), sea; *pêcheur*, fisherman;
filet (masc.), net; *bateau* (masc.), boat; *vivre*, to live;
attraper, to catch. (15)
5. *Ce livre-ci est le mien; ce livre-là est le vôtre.*—Write this in the plural; and turn into French—*This one is mine, that is yours.* (10)
6. Write in French words:—*June 11, Edward VII, 19, 126.* (8)
7. Give the French for—
(a) What time is it?
(b) How old is he?
(c) Was it fine yesterday, or was it wet?
And write an answer, in French, to each of the questions. (Your answer must be a complete sentence, containing a verb.) (12)

B.—TRANSLATION INTO FRENCH.

8. (a) Peter's brothers and sisters are in the garden.
(b) They ask Peter to come and play with them.
(c) But he is reading a very interesting story.
(d) He wishes to finish it before supper time.
(e) He likes books better than games.
(f) It was his father who gave him the book.
(g) There are some large trees in the garden.
(h) The others like to climb trees, the girls as well as the boys.
(i) One day Charles fell from a branch to the ground.
(j) But it was not a very high branch, and he did not hurt himself. (60)

C.—TRANSLATION INTO ENGLISH.

9. (a) “J’espère que nous sommes bien tombés,” dis-je à Mattia en italien. Et les yeux de mon associé s’allumèrent. Assurément M. Espinassous allait répondre le pied levé à toutes ses questions; ce ne serait pas lui qui resterait embarrassé pour expliquer les raisons qui voulaient qu’on employât les bémols en descendant et les dièses en montant.

(b) C’était mère Barberin que j’appelais à mon secours. Le jour où j’étais libre de faire ce que je voulais, je suis venu l’embrasser, pas tout de suite, cela est vrai, mais on ne fait pas ce qu’on veut, et j’avais une idée qu’il n’était pas facile de mettre à exécution. Il fallait la gagner, notre vache, avant de te l’offrir, et l’argent ne tombait pas dans notre poche en belles pièces de cent sous.

(c) Les papillons qu’elle brodait sur le satin semblaient vivre; vous eussiez juré entendre le chant des oiseaux qu’elle fixait au canevas; plus d’un nez abusé se colla sur ses tapisseries pour respirer le parfum des fleurs qu’elle y semait. Ses talents ne se bornaient pas là. Elle savait par cœur les livres des Odes et les cinq règles de conduite.

(d) “Mauvais sujet,” s’écria le vieillard, “si tu persistes dans ton entêtement, je prierai le magistrat qu’il te fasse enfermer dans cette forteresse occupée par les barbares d’Europe, d’où l’on ne découvre que les montagnes coiffées de nuages et des eaux noires sillonnées par ces monstrueuses inventions de mauvais génies, qui marchent avec des roues et vomissent une fumée fétide.” (70)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Intermediate Grade).

Saturday, June 25th, 1910.—Morning, 9 to 11.30.

Work neatly.

A.—ACCIDENCE.

1. Decline, in the singular, *tristis virgo, dies quidam*; in the plural, *tenera manus, hoc animal*. Give the ablative singular and the accusative plural (all genders) of *maior, amans, quis*. Give the gender and meaning of *mos, seges, gener, facies*. (15)
2. Give the other degrees of comparison of *tener, acriter, difficilis, superior, imus, proxime, pessimus*. Put into Latin—*ninth, three hundred and twenty-four, four thousand, a hundred times*. (11)
3. Decline *iste, uter, se*. Give the English of *nullius, eisdem, quicumque, ipsius, aliud*. Put into Latin the words in *italics* in the following sentences:—he did not tell *any one*; *some one* told me; *any one* can tell you. (11)
4. Give the principal parts of *gero, tollo, doceo, vincio, contemno*. Give the English of *capies, tuleris, usus, amavisses, velitis, regas, moneantur, fore, fiet, meminervnt, audiri*. (13)
5. Write down the second person singular of all tenses of the indicative of *eo* and the subjunctive of *possum*; and the second person plural of the perfect subjunctive active of *facio, emo, sentio, nolo, incendo*. (8)
6. Translate into Latin—*they will be unwilling; it would have been done; they will be ruled; let us go; of running; having set out; they will be able*. (7)
7. From what Latin words are the following English words derived?—*position, victory, rural, annual, suburb*. (5)

B.—ELEMENTARY COMPOSITION.

Translate into Latin:—

- (a) When the war was finished, they returned home. (6)
- (b) I wish to know who promised to give you money; do not pretend that you do not know. (9)
- (c) On his arrival, he at once sent a messenger to warn the citizens of their danger. (9)
- (d) If I were to ask you not to believe him, what should you say? (9)

- (e) Stay in the city until you hear from me that it will be safe to cross the river. (8)
 (f) I am afraid that you will not be able to buy the house unless you write to him at once. (9)
 (g) There was no doubt that the plan was a very good one; several things, however, prevented me from adopting it. (10)

C.—TRANSLATION.

Translate into English:—

1. (a) *Milites quos Corinthi vidimus ad Asiam mittentur.*
 Parse *quos*. Explain the case of *Corinthi*.
 (b) *His rebus factis, parandae navis causa statim ad portum proficiscuntur.*
 Explain the construction of *parandae*.
 (c) *Spero homines intellecturos quanto sit omnibus odio crudelitas.*
 Explain the case of *odio* and the mood of *sit*.
 (d) *Intellexit longe alia ratione gerendum esse bellum quam antea gestum esset.*
 Explain the mood of *gestum esset*. (24)

2. *Ea cerva quodam die, cum incursio esset hostium nuntiata, festinatione ac tumultu consternata in fugam prorupit, atque in palude proxima delituit, et postea frustra requisita periisse credita est. Neque multis diebus post inventam esse cervam Sertorio nuntiatur. Tum qui nuntiaverat iussit tacere, praecepitque ut eam postero die repente in cubiculum immitteret. Postridie igitur praesentibus amicis dixit: "Visum mihi est in quiete cervam quae perierat ad me reverti, et ut prius consuevit quod opus est facto docere."* (23)

Parse *proxima*, *consuevit*.

3. *Cumque illi in terram demissis capitibus tacere perseverarent, "Nescio quid," inquit, "in vos imprudens deliqui, quod me ne intueri quidem vultis. In solitudine mihi videor esse desertus; destitutus sum; hostibus deditus. Sed solus quoque ire perseverabo. Scythae Bactrianique erunt mecum, hostes paulo ante, nunc milites nostri. Mori praestat quam precario imperatorem esse. Ite reduces domos; ite deserto rege ovantes."* Ne sic quidem ulli militum vox exprimi potuit. Stabant oribus in terram defixis lacrimisque manantibus.

Parse *ite*, *demissis*. (23)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GREEK (Intermediate Grade).

Saturday, June 25th, 1910.—Afternoon, 2 to 5.

A.—ACCIDENCE AND SYNTAX.

1. Decline, in the singular, διώρυξ, δόρυ, and ἰχθύς; in the plural, πούς. (7)
2. Decline, in the singular, πλήρης, χείρων; in the plural, ἥδύς; compare ῥάδιος, πολύς, and ὀλίγος. (9)
3. Decline τέσσαρες, and give the Greek for *fourth* and *forty*. Give, with examples, employing the word βασιλεύς, the usages of παρά. Give the Greek for *to-morrow*, *immediately*, *on the same spot*. (17)
4. Give the indicative tenses of ἵστημι and ἵσταμαι (first person singular), with the English. Write out the imperative of οἶδα and φημί. (21)
5. How is the English “do not” expressed in Greek? Distinguish the use of the word with different tenses. How are questions asked? Give examples. (16)

B.—TRANSLATION INTO GREEK.

1. We march or fight by day; we rest at night. (6)
2. Messengers have come from the king, demanding from the soldiers their arms. (8)
3. The chariots stood on the left wing; the horsemen were on the right. (7)
4. There was a great multitude, both of men and of women, in the market place. (6)
5. The general told them that they would not undergo greater dangers than the other soldiers. (9)
6. He spoke about so many things that all who heard him greatly wondered. (10)
7. Do not obey those who advise evil things. (6)
8. They were greatly grieved when they heard that Cyrus was dead. (8)

C.—TRANSLATION INTO ENGLISH.

1. Οὔτοι μὲν παρήσαν αὐτῷ εἰς Σάρδεις. Τισσαφέρνης δὲ ἐπορεύετο παρὰ τὸν Ἀρταξέρξην· οὐ γὰρ ἐνόμιζε τὴν παρασκευὴν ταύτην εἶναι ἐπὶ Πισίδας. καὶ Ἀρταξέρξης, ἐπεὶ ταῦτ' ἔλεξε Τισσαφέρνης, ἀντιπαρασκευάζεται. (7)

2. Ἐντεῦθεν ἐξελαύνει ἐπὶ πύλας τῆς Κιλικίας καὶ τῆς Συρίας. ἦσαν δὲ αὐταὶ δύο τεῖχη, καὶ τὸ μὲν πρὸ τῆς Κιλικίας τεῖχος Σύνενσεις εἶχε καὶ Κιλικίων φυλακὴ, τὸ δὲ πρὸ τῆς Συρίας Ἀρταξέρξου ἐλέγετο φυλακὴ φυλάττειν. διὰ μέσου δὲ τούτων ῥεῖ ποταμός. καὶ ἡ πάροδος ἦν στενὴ καὶ τὰ τεῖχη εἰς τὴν θάλατταν καθήκεν. (7)

3. Εἰς τὰς διφθέρας αἷς εἶχον στεγάσματα τῶν σκηνῶν εἰσέβαλλον χόρτον κοῦφον, εἴτα συνήγον καὶ συνέσπων, ἵνα μὴ βρεχθεῖ ἡ κάρφη. ἐπὶ τούτων διέβαινον καὶ ἐλάμβανον τὰ ἐπιτήδεια, οἶνόν τε καὶ σῖτον. (8)

4. Ἐντεῦθεν ἐξελαύνει διὰ τῆς Βαβυλωνίας σταθμοὺς τρεῖς παρασάγγας δώδεκα. ἐν δὲ τῷ τρίτῳ σταθμῷ Κῦρος ἐξέτασιν ποιεῖται τῶν Ἑλλήνων καὶ τῶν βαρβάρων ἐν τῷ πεδίῳ περὶ μέσας νύκτας· ἐδόκει γὰρ τῇ αὔριον ἥξειν βασιλεῖα σὺν τῷ στρατεύματι μαχοῦμενον. καὶ ἐκέλευε Κλέαρχον μὲν τοῦ δεξιοῦ κέρως ἡγεῖσθαι, Μένωνα δὲ τοῦ εὐωνύμου, αὐτὸς δὲ τοὺς ἑαυτοῦ διέταξε. μετὰ δὲ τὴν ἐξέτασιν ἅμα τῇ ἡμέρᾳ ἦκοντες αὐτόμολοι παρὰ μεγάλου βασιλέως ἀπήγγελλον Κύρῳ περὶ τῆς βασιλείως στρατιᾶς. (24)

5. Ταύτην δὴ τὴν πάροδον Κῦρός τε καὶ ἡ στρατιὰ παρήλθε καὶ ἐγένοντο εἴσω τῆς τάφρου. ταύτῃ μὲν οὖν τῇ ἡμέρᾳ οὐκ ἐμαχέσατο βασιλεὺς. ἐνταῦθα Κῦρος Σιλανὸν καλέσας τὸν μάντιν ἔδωκεν δαρεικούς τρισχιλίους, ὅτι τῇ ἐνδεκάτῃ ἀπ' ἐκείνης ἡμέρας προθυόμενος εἶπεν αὐτῷ ὅτι βασιλεὺς οὐ μαχεῖται δέκα ἡμερῶν, Κῦρος δ' εἶπεν· οὐκ ἄρα ἔτι μαχεῖται, εἰ ἐν ταύταις οὐ μαχεῖται ταῖς ἡμέραις· ἐὰν δ' ἀληθεύσης, ὑπισχνούμαι σοὶ δέκα τάλαντα. τοῦτο τὸ χρυσίον τότε ἔδωκεν, ἐπεὶ παρήλθον αἱ δέκα ἡμέραι. (24)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SCHOOL MANAGEMENT (Intermediate Grade).

Saturday, June 25th, 1910.—Afternoon, 2 to 4.30.

Work neatly.

1. Write brief Notes of a Lesson on any *one* of the four following subjects:—

- (a) The Objective Case.
- (b) The North Atlantic Ocean.
- (c) Newspapers.
- (d) Seeds.

State the age of the pupils you have in view, and the length of time the lesson is to last. (20)

2. Show how you would try to get a class to understand what is meant by an *abstract noun*, so that the pupils may be able to recognize one when they meet it in the course of their reading. (14)

3. Take any school subject you please, and draw up an examination paper in it, comprising four questions. State the age of the pupils and the exact ground they are supposed to have covered in the subject selected. (16)

4. Draw up a Time-table for a week for a class of pupils who take only the following subjects:—Reading, Writing, Spelling, Dictation, English Grammar, Arithmetic, Geography, History, Drawing, Music, and Drill. (20)

5. A certain classroom is 30 feet long by 20 feet broad, and therefore contains 600 square feet.

(a) What is the greatest number of pupils that it can accommodate satisfactorily?

(b) If the room has in all only three large windows—two in one of the 30-foot walls and one in one of the 20-foot walls—how would you make the class face, and where should the teacher usually stand? (16)

6. Answer *one* of the following:—

(a) What do you consider the best way to mark the Dictation exercises of a large class?

(b) Suppose you have a class of fifty pupils and only half an hour a day for giving them practice in reading aloud, what arrangements would you make so that the pupils may have the best practice possible under the circumstances? (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Intermediate Grade).

Saturday, June 25th, 1910.—Afternoon, 12 to 12.45.

Candidates must not use india-rubber or make any erasures.

I.

Ten minutes allowed.

To gain full marks, thirty words a minute must be transcribed neatly and correctly; twenty-five words a minute, fairly well done, will secure a pass.

Transcribe into Shorthand:—

And, as the sun rose higher and higher, a great stillness fell upon the forest. The jaguars and the monkeys had hidden themselves in the darkest depths of the woods. The birds' notes died out one by one; the very butterflies ceased their flitting over the tree-tops, and slept with outspread wings upon the glossy leaves, undistinguishable from the flowers around them. Now and then a colibri whirred downward toward the water, hummed for a moment around some pendent flower, and then the living gem was lost in the deep blackness of the inner wood, among tree trunks as huge and dark as the pillars of some Hindu shrine; or a parrot swung and screamed at them from an overhanging bough; or a thirsty monkey slid lazily down a liana to the surface of the stream, dipped up the water in his tiny hand, and started chattering back, as his eyes met those of some foul alligator peering upward through the clear depths below. In shaded nooks, beneath the boughs, the capybaras, rabbits as large as sheep, went paddling sleepily round and round, thrusting up their unwieldy heads among the blooms of the blue water-lilies; while black and purple water-hens ran up and down upon the rafts of floating leaves. The shining snout of a fresh-water dolphin rose slowly to the surface; a jet of spray whirled up; a rainbow hung upon it for a moment; and the black snout sank lazily again. Here and there, upon some shallow pebbly shore, scarlet flamingoes stood, knee-deep, on one leg; crested cranes pranced up and down, admiring their own finery; and ibises and egrets dipped their bills under water in search of prey: but before noon even those had slipped away, and there reigned a stillness which might be heard. (30)

II.

Take down, in Shorthand, the three passages that will be read by the Presiding Examiner, and transcribe the first two. (70)

Seven minutes for dictation. Twenty-eight minutes for transcription.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Intermediate Grade).

Saturday, June 25th, 1910. — Afternoon, 12 to 12.45.

PASSAGES FOR DICTATION.

Seven minutes for dictation. Twenty-eight minutes for transcription. The following passages will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each half-minute or quarter of a minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

Three passages will be dictated: the first at 40 words per minute, the second at 50 words per minute, and the third at 60 words per minute. Candidates are to take down all three passages, and their shorthand notes will be submitted to the Examiner, but only the first two passages are to be transcribed. Accuracy is the matter of most importance.

Candidates will find it an advantage if they take down each passage on a separate page and leave the opposite page in each case for the transcription. Candidates must not use india-rubber or make any erasures.

(40 words per minute.)

The Chairman, in moving the adoption of the report, said that
 $\frac{1}{2}$ the balance sheet he had the pleasure of submitting / that day was
by far the cleanest and best that the Board had ever been able to
1 present. The revenue, / after writing off £12,000 for depreciation,
 $\frac{1}{2}$ was over £115,000, and the Board had been / able to give the share-
holders an interim dividend of 2 per cent., and now they had the
2 pleasure of proposing / a dividend of 7 per cent., making 9 per cent.
 $\frac{1}{2}$ for the year; also a bonus of 2 per cent. /

(50 words per minute.)

In the year 1900, while he was working for the company in
 $\frac{1}{2}$ Argentina, he had the pleasure of sending / over a message that he
believed the company had turned the corner and had seen the worst,
1 and that they / would progress in the future. He also said that he
 $\frac{1}{2}$ believed that progression would be slow, but steady, and if / the
shareholders would only look at the report they would find that that
2 forecast had been thoroughly fulfilled. The debentures / which had
been issued when the company was not in a very flourishing con-
 $\frac{1}{2}$ dition had now all been paid off. /

INTERMEDIATE SHORTHAND.

(60 words per minute.)

$\frac{1}{4}$ The company had cattle and wood, besides that great stand-by of
 $\frac{1}{2}$ Argentina—alfalfa. The cultivation / of alfalfa was a most inter-
 $\frac{3}{4}$ esting subject, and he would like to explain what it / was costing
1 them. A league of land on the company's property was worth
 $\frac{1}{4}$ about £4,000./ If alfalfa seed was put into that land and wells put
 $\frac{1}{2}$ upon it, / and the whole fenced round, it would cost something like
 $\frac{3}{4}$ £15,000; but the / moment the seed was properly established, and
2 the grass was growing, they would have a / property worth £30,000
a league. A great part of the company's land was / suitable for
growing alfalfa, two tons of which equalled, for feeding purposes,
three tons of wheat. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TYPEWRITING AND OFFICE ROUTINE

(Intermediate Grade).

Saturday, June 25th, 1910.—Morning, 9 to 11.

The Theory Paper and the Time Test must each be commenced on a fresh sheet, on which must be typed at the head the candidate's examination number.

If the candidate loses time through a defective machine, or finishes the whole of the work before the expiration of the time allowed, the fact must be notified on the candidate's worked papers, and will be taken into account by the Examiner.

1. Typewriting Time Test. (50)
2. What is the best kind of ribbon to use for work (a) to be press-copied, (b) not to be press-copied? (5)
3. What precautions are to be taken as regards oiling the machine? (5)
4. Type the characters on the keyboard which are occasionally used as numerals, also state their value in words. (6)
5. What depth of line spacing is desirable for tabular matter in the body of a business communication? Give reasons for your answer. (5)
6. Explain the utility of letterpress copying. (6)
7. Under which letter would you index outgoing letters to the following?—
 - (a) Treasurer, Clyde Shipping Co., Ltd.
 - (b) Secretary, Newfoundland Banking Company, Ltd.
 - (c) Secretary, Marine Insurance Company, Ltd.
 - (d) Hon. Secretary, Seamen's Hospital.
 - (e) Messrs. Rankin & Steele.
 - (f) Canadian Steam Navigation Company. (5)
8. Typewrite, in commercial form, the following Account Sale :—

A/S of 50 casks of Malaga Wine, rec'd per schooner "Hiberia," Alonzo Martinez, Master, from Malaga, and sold here by order and for a/c Sres. Calaveras Hermanos, Malaga.

C.H. 1/50 50 casks Malaga Wine, each 10 gall. 500 gall. at 6/6 per gall. £162 10s. Charges: Custom duties, £10 2s.; Dock dues, £1 14s. 6d.; Cooperage, £1 10s.; Comm. 2% £3 5s.; Telegrams and postage, 8d.; Dft. £1 0s. 10d. = £17 13s. Net Proceeds, £144 17s.

London, 10th January, 1903. E. & O.E. J. Preston & Co., Commission Merchants. (10)
9. Answer the subjoined advertisement :—

JUNIOR CLERK wanted for Manufacturer's Office. Knowledge of Shorthand and Typewriting essential. Apply, stating age, salary required, &c., to—Manager, Blankshire Works, Blankshire. (8)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

TIME TEST

(to accompany **Typewriting and Office Routine Paper**).

(**Intermediate Grade.**)

Saturday, June 25th, 1910. — Morning, 9 to 9.10.

No candidate may have possession of this Paper for more than TEN minutes.

Full marks can be obtained by accurately copying 400 words at FORTY words a minute. Greater speed secures extra marks. A minimum of THIRTY words a minute is required.

The quality of the touch and the correct division of words into syllables at the line-ends will influence the awarding of marks.

Use double line-spacing and a left margin of five degrees.

Joss paper is a product of bamboo, which is used by the Chinese for smoke sacrifices at religious and family celebrations. The rough paper weighs about 0.74 ounce per 1.19 square yards. It is covered on one side with tin, and then weighs about 1.3 ounces per 1.19 square yards. The sheets are folded into the shape of little boats, placed upon the altar, and ignited. Rapid burning and white ashes are invariably demanded. The attempts at imitation on the part of European manufacturers have usually failed on account of the second requirement. Efforts have been made in England, France, and Germany to imitate joss paper; but, up to the present, the product has been unable to compete with the Chinese original, either in quality or in price. From the following figures may be seen what an imitation joss paper which could compete with the Chinese article would mean to the inventor:—In the Sooshing district alone, £270,000 worth of joss paper is manufactured annually; in Shanghai, £136,000 worth is sold annually; and in the Yangtse Valley the sales are said to amount to £800,000 annually. The principal districts in which the manufacture of joss paper is carried on (Sooshing, Ningpo, Hangtschau, and Futschau) lie to the south of Shanghai. Young bamboo trunks are placed in ditches in layers, with a covering of lime between them. The ditches are sometimes as large as thirty feet wide and ninety feet long. Water is poured over the mass, and the contents are allowed to remain until the trunks have rotted, which sometimes takes as long as three months. After the lime water has been drawn off, the mass is placed in a ditch provided with stirrers, where it is washed. The reduction to fibre takes place in mills worked by buffaloes. After a second washing the material is ready for the mould of the paper maker. In China the mould consists of fine bamboo sticks, and for this reason the paper is always ribbed. The product is squeezed in wedge presses, dried

on a board, and then covered with tin. The pulverized metal is strewn over the sheets, and hammered between the fibres with hammers of soft wood. The chief difficulty lies in this hammering, and, in spite of the thinness of the paper, the Chinese attain a shining surface of tin. The paper is packed in bales of 3,000 to 3,200 sheets. The manufacture of joss sticks is an important industry in Canton, and, according to the American Consul there, the exports to foreign countries during the last few years indicate an increasing trade in this direction. The method of manufacture of joss sticks is very interesting. The various kinds of woods used are reduced by hand to a dust with rasps and files. The sugar and materials, such as sandal and other woods, cedar, rhubarb, cloves, &c., which are used in the manufacture of these joss sticks, are ground to a fine powder in mill-stones. The materials are then mixed in an urn, Chinese wine being used to moisten them, and they are there thoroughly pounded. When sufficiently mixed, the mass is given to the man who rolls the sticks. This person sits before a table sprinkled with sandal-wood dust with a basket in his lap; in his right hand a wooden trowel, and in his left a bunch of bamboo sticks. The mixture is worked down to a body about the size of a large wire, when a stick is put on to the table, and with the trowel the substance is carefully rolled on to the bamboo stick. The alcohol in the wine causes it to dry rapidly, and the sticks are ready for packing almost immediately. The workers are paid at the rate of one shilling and fourpence per 10,000 sticks, and an experienced man is able to roll as many as 8,000 per day, while the average is about 5,000 per day. There are many kinds of joss sticks manufactured in Canton. The best grades are all made on bamboo sticks, and vary in size, some being as long as three feet, while the shortest are about one foot. Others are made in the shape of spirals.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ART SUBJECTS—PENMANSHIP

(Intermediate Grade).

Thursday, June 23rd, 1910.—Morning, 11.45 to 12.15.

30 minutes allowed.

Work neatly.

Specially ruled paper is provided.

Write the words in italics in a larger hand than the rest.

New Colonies in the East.

Some important acquisitions which have been made in the East stand on the borderland between Indian and Colonial history, which is not even now easy to separate by a rigid line. We have seen how the wars of the Revolution put England in possession of the *Dutch Settlements* on the island of *Ceylon* and of the *French Colony of Mauritius*. England would perhaps not have taken them but for the growing importance of her Empire in India; but they do not belong to Indian history, neither of them having ever permanently passed into the hands of the *East India Company*, or having any connexion with the Indian Government. Ceylon was indeed after its capture annexed to the Presidency of Madras; but in 1801 it was erected into a separate colony. The *Portuguese* and *Dutch* had only possessed the coasts, but the English soon destroyed the barbarous kingdom of Kandy and made themselves masters of the whole of the island. Having abundance of rich land lying vacant, which the Crown had sold at a moderate price, and plenty of native labour, it has since attracted English capital to a great amount.

	1906.		1907.
Cotton	cwt. 1,009,274	.....	cwt. 1,311,724
Jute	„ 56,032	.....	„ 9,085
Hemp	„ 7,546	.....	„ 18,428
Wool	„ 998,327	.....	„ 675,934
Belgium	£55,008	.....	£7,856
France	£2,275,609	.....	£3,459,874

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MUSIC THEORY (Intermediate Grade).

Saturday, June 25th, 1910. — Morning, 9 to 11.

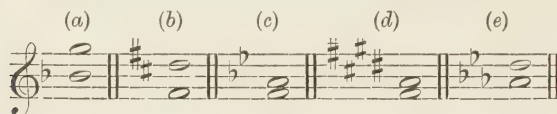
Work neatly.

[N.B.—*Music Paper is to be used when Musical Notation is employed.*]

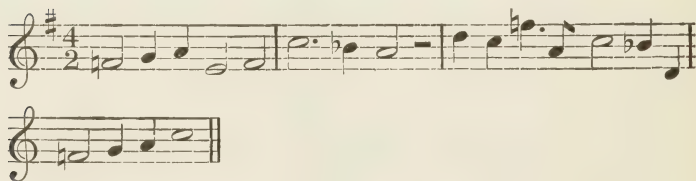
1. Write, in the treble and bass clefs, the signatures of the following major keys:—(a) B flat; (b) A; (c) E flat; (d) A flat; (e) E. (10)

2. Write, using semibreves, in the treble clef, the following ascending minor scales all in harmonic form:—(a) E minor; (b) D minor; (c) C minor. Add the Key signatures. (10)

3. Name the following intervals, and name and write their inversions:— (10)



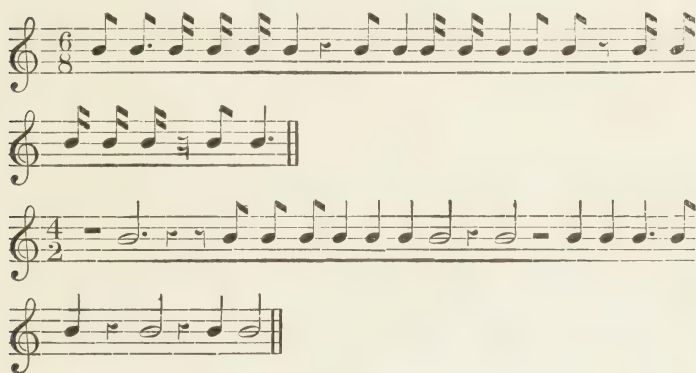
4. Rewrite the following passage in four-four time, halving the value of every note and rest. Use the signature of the key in which the melody sounds, and therefore dispense with accidentals. (10)



5. Fill up simply one bar in each of the following times:—(a) three-four; (b) two-two; (c) six-eight; (d) four-four. Use no notes or rests shorter than a quaver. (10)

INTERMEDIATE MUSIC THEORY.

6. Bar the following notes in accordance with the time signature. Each example commences a bar :— (10)



7. State briefly the meanings of the following terms :—(a) *Da Capo*, (b) *Grave*, (c) *Grazioso*, (d) *Vivace*, (e) *Allegretto*. (10)

8. Write a Perfect cadence (two chords) in the Key of G major, and a Half Close or Dominant cadence (two chords) in the Key of C major. Use short score. (15)

9. Write the following chords in *four* parts, using short score :—
 (a) 1st inversion of E major; (b) 2nd inversion of B flat major;
 (c) the Dominant 7th of the Key of G major; (d) the third
 inversion of the Dominant 7th of the Key of E flat major. (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Intermediate Grade).

Tuesday, June 21st, 1910.—Afternoon, 4.30 to 6.30.

Work neatly.

1. What changes are undergone by the air in the lungs in respiration? (20)
2. Give a list of the chief parasites of man. What steps would you take to avoid each of those you enumerate? (20)
3. Describe the processes of roasting, boiling, and stewing, giving the main advantages of each. (20)
4. What are the chief constituents of food? Give a list of some common foodstuffs, classifying them according to their richness in one or other of these constituents. (20)
5. How would you treat a person who had trodden on glass and cut his foot severely? (10)
6. How may drinking water be polluted? In what ways may such polluted water be purified? (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

AGRICULTURE (Intermediate Grade).

Wednesday, June 22nd, 1910. — Afternoon, 2.30 to 4.30.

Work neatly.

1. Two samples of a grass seed are offered to you at 1s. and 1s. 6d. per lb. respectively. The samples are submitted to a botanist, who reports that the purity of the first is 80 per cent., and that 50 per cent. germinate; the purity of the second is 90 per cent. and 70 per cent. germinate. Which of the two samples is the cheaper? Show the calculation on which your answer is based.

What are the arguments in favour of the practice of sowing pure seed? (18)

2. What is meant by saying that soil is *alluvial*? Mention any districts known to you in which alluvial soils occur. Explain why some alluvial soils may be heavy and others light in texture. As regards quality, how do alluvial soils compare with those of the coal measures and with those of the Laurentian system? (22)

3. What precautions are necessary in harvesting potatoes in order to ensure that they will keep sound after storage? What are the usual causes of loss experienced after storage? (10)

4. Ten acres of grass have to be converted into hay. State how you would proceed to carry out this work. How long would it take to mow the crop, and, assuming favourable weather, how long after cutting would you expect to store the hay?

Estimate the cost of growing and harvesting a ton of hay. If you were within easy distance of a good market, what profit would you expect to make on the ten-acre crop above referred to? (20)

5. At what age are oxen usually sold to the butcher in Newfoundland?

Outline the method of management you would adopt from the time the animal was one year old until it was ready to sell for beef. (18)

6. Name any two breeds of cows giving milk which is specially adapted for the manufacture of the finest butter.

In the case of the best butter-producing breed, state the usual percentage of fat in the milk, and say how many pounds of butter should be obtainable from 100 gallons of milk. (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

PLAIN NEEDLEWORK (Intermediate Grade).

Friday, June 24th, 1910.—Morning, 9 to 12.

1. Cut out, in paper, a pattern of a small boy's shirt, with all its parts.
Do not make it up, but state on body of garment the amount of material required for cutting out three. (40)
2. With the wool supplied, knit the toe of a full-sized sock or stocking. (20)
3. On the calico supplied, show a curved seam and a seam on the cross. (40)

ASSOCIATE.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH (Associateship).

Tuesday, June 21st, 1910.—Afternoon, 2.15 to 5.15.

[*Not more than SIX questions are to be attempted. The Essay must be taken by EVERY candidate. When a question contains two or more parts, the answers must be given consecutively.*]

Work neatly.

1. Write an Essay, of not more than five hundred words, on any *one* of the following subjects :—
 - (a) The Reformation in England.
 - (b) The character and career of *one* of the following statesmen :—Chatham, Peel, Palmerston, Gladstone.
 - (c) Patriotism.
 - (d) Arctic exploration—past and present.
 - (e) Canada as a field for emigration.
 - (f) The case for and against the Confederation of Newfoundland with Canada. (50)
2. (a) Analyse the following passage into its component sentences and clauses, and show clearly their relation to each other :—

A situation like *this*, in which I am as *unknown* to the world, as I am ignorant of all *that* passes in it, in which I have nothing to do but to *think*, would exactly *suit* me, *were* my *subjects* of meditation as *agreeable* as my leisure is uninterrupted.

(b) Parse the *italicized* words in (a). (30)
3. (a) Illustrate the following :—*Nominative absolute, Cognate objective, Impersonal verb, Adverbial objective, Assimilation* (as applied to sounds).
- (b) Correct the following sentences, explaining briefly the reason of your correction :—
 - (i) "I gave him a blessing from my heart and which added to five guineas was all the patrimony I had now to bestow."
 - (ii) "Having taken this resolution, my next care was to get together the wrecks of my fortune."
 - (iii) "She thought the squire and Olivia extremely of a size and would bid both stand up to see which was tallest."
 - (iv) "The posture of your blows are yet unknown."
 - (v) "Thou, who never yet of human wrong
Left the unbalanced scale, great Nemesis!" (30)

4. (a) Show what qualities or characteristics are denoted by any *five* of the following names, and add a brief explanation in each case :—*Croesus*, *Proteus*, *Amazon*, *Micawber*, *Othello*, *Rupert*, *Jehu*, *Nimrod*, *Mæcenæus*.
- (b) Distinguish the meanings of any *five* of the following pairs of words, and write sentences that clearly illustrate their use :—*luxury* and *luxuriance*, *tangible* and *tactful*, *transit* and *transition*, *timely* and *temporal*, *prescribe* and *proscribe*, *eminent* and *imminent*, *urban* and *urbane*. (30)
5. (a) State the general subject of the following extract.
- (b) Indicate the paragraphs into which it may be suitably divided, and state the particular subject of each.
- (c) Write a Précis of the whole passage—that is, a summary in continuous prose form :—

It is most likely that Shakespeare had learned Latin sufficiently to make him acquainted with construction; but that he never advanced to an easy perusal of the Roman authors. Concerning his skill in modern languages, I can find no sufficient ground of determination; but as no imitations of French or Italian authors have been discovered, though the Italian poetry was then in high esteem, I am inclined to believe, that he read little more than English, and chose for his fables only such tales as he found translated. That much knowledge is scattered over his works is very justly observed by Pope, but it is often such knowledge as books did not supply. He that will understand Shakespeare, must not be content to study him in the library; he must look for his meaning sometimes among the sports of the field and sometimes among the manufactures of the shop. There is, however, proof enough that he was a very diligent reader, nor was our language then so indigent of books, but that he might very liberally indulge his curiosity without excursion into foreign literature. Many of the Roman authors were translated, and some of the Greek; the Reformation had filled the kingdom with theological learning; most of the topics of human disquisition had found English writers; and poetry had been cultivated, not only with diligence, but success. This was a stock of knowledge sufficient for a mind so capable of appropriating and improving it. But the greater part of his excellence was the product of his own genius. He found the English stage in a state of the utmost rudeness; no essays either in tragedy or comedy had appeared, from which it could be discovered to what degree of delight either one or other might be carried. Neither character nor dialogue were yet understood. Shakespeare may be truly said to have introduced them both amongst us, and in some of his happier scenes to have carried them both to the utmost height.

6. (a) Paraphrase the following passage :—

In the reproof of chance
Lies the true proof of men : the sea being smooth,
How many shallow bauble boats dare sail
Upon her patient breast, making their way
With those of nobler bulk !

But let the ruffian Boreas once enrage
 The gentle Thetis, and, anon, behold
 The strong ribb'd bark through liquid mountains cut,
 Bounding between the two moist elements,
 Like Perseus' horse : where's then the saucy boat,
 Whose weak untimber'd sides but even now
 Co-rivalled greatness ? Either to harbour fled,
 Or made a toast for Neptune. Even so
 Doth valour's show and valour's worth, divide
 In storms of fortune.

- (b) Define the term *Figure of Speech*, and illustrate your answer by examples from the above passage. (30)
7. Describe briefly the plot of any one of Scott's historical novels that you have read. (30)
8. Name the author of each of the following poems, and indicate *very briefly*, in each case, how the author has treated his subject :—
 "The Armada," "The Battle of Blenheim," "The Battle of the Baltic," "The Charge of the Light Brigade," "The Relief of Lucknow." (30)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

ENGLISH LITERATURE (Associateship).

Monday, June 20th, 1910.—Morning, 10 to 12.

Question 1 in each section must be taken by all candidates. FIVE other questions may be attempted, three in Section I and two in Section II or vice versa.

Work neatly.

I.

SHAKESPEARE: "JULIUS CAESAR."

1. Interpret the following passages in simple modern prose, and show fully in what connexion they occur :—
 - (a) "O, he sits high in all the people's hearts:
And that which would appear offence in us,
His countenance, like richest alchemy,
Will change to virtue and to worthiness."
 - (b) "Since the quarrel
Will bear no colour for the thing he is,
Fashion it thus; that what he is, augmented,
Would run to these and these extremities."
 - (c) "Be not fond,
To think that Caesar bears such rebel blood
That will be thaw'd from the true quality
With that which melteth fools."
 - (d) "O hateful error, melancholy's child,
Why dost thou show to the apt thoughts of men
The things that are not?"
 - (e) "You know that I held Epicurus strong,
And his opinion: now I change my mind,
And partly credit things that do presage." (25)
2. Sketch any *two* of the following characters (one from each pair) and describe *very briefly* their share in the action of the play :—Portia and Calpurnia, Casca and Octavius. (10)
3. Describe concisely *one* of the following scenes, and show what light it throws on the character of the chief actors in it :—
 - (a) The meeting of the conspirators in Brutus' orchard.
 - (b) The scene in Caesar's house on the morning of the Ides of March.
 - (c) The quarrel between Brutus and Cassius at Sardis. (10)
4. Compare the speeches of Brutus and Antony to the citizens, as regards (i) their subject-matter, (ii) their style, and (iii) their effect. (10)

5. Write notes on the following lines, and show very briefly their context:—

- (a) "Will you be pricked in number of our friends?"
 - (b) "He plucked me ope his doublet."
 - (c) "His coward lips did from their colour fly."
 - (d) "Now is it Rome indeed and room enough."
 - (e) "Is not the leaf turned down where I left reading?"
- (10)

II.

SELECTIONS FROM TENNYSON.

1. Interpret the following passages in simple modern prose, and show from what poems they are taken and in what connexion they occur:—

- (a) "She spake of power,
Which in all action is the end of all;
Power fitted to the season; wisdom bred
And throned of wisdom."
 - (b) "When she would think, where'er she turned her sight,
The airy hand confusion wrought,
Wrote, 'Mene, mene,' and divided quite
The Kingdom of her thought."
 - (c) "No memory labours longer from the deep
Gold-mines of thought to lift the hidden ore
That glimpses, moving up, than I from sleep
To gather and tell o'er
Each little sound and sight."
 - (d) "Far ran the naked moon across
The houseless ocean's heaving field,
Or flying shone, the silver boss
Of her own halo's dusky shield."
 - (e) "Those imperial, disimpassioned eyes
Awed even me at first, thy mother—eyes
That oft had seen the serpent-wanded power
Draw downward into Hades with his drift
Of flickering spectres."
- (25)

- 2. Say what you know of the story of the Holy Grail, and describe Tennyson's treatment of the subject in "Sir Galahad." (10)
- 3. Write notes on any *five* of the following names, and show in what connexion they occur in the poems:—Cassandra, Merlin, Avilion, "large-brow'd Verulam," Aidoneus, Fulvia, Simois. (10)
- 4. Sketch any *two* of the following characters as they are revealed in the poems:—Oenone, Jephthah's daughter, Cleopatra, Sir Bedivere, Pallas. (10)
- 5. Explain, in your own words, the meaning of the allegorical poem, "The Palace of Art." (10)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HISTORY (Associateship).

A.D. 1485-1901.

Tuesday, June 21st, 1910.—Morning, 9.15 to 12.15.

*No candidate is allowed to answer more than EIGHT of the twelve questions.
The questions are of equal value.*

1. Illustrate the different methods by which the British Empire has obtained its Colonies by brief references to the history of Newfoundland, Jamaica, Bombay, Hong-Kong, Singapore, Hudson's Bay, the Fiji Islands.
2. Discuss the part played by religious party feeling in bringing about the fall of Charles I, the fall of the Commonwealth, and the accession of George I respectively.
3. Define the following terms:—*the Balance of Power, the Continental System, Colonial Federation*; and write brief historical notes on each.
4. Distinguish the causes that led to war with Spain in the reigns of Elizabeth, Anne, and George III respectively.
5. Describe, and account for, the social and economic troubles (*a*) in the time of Henry VIII and Edward VI, (*b*) towards the end of George III's reign.
6. Briefly describe the permanent results of the Revolution of 1688.
7. Write an account of the career of (*a*) Drake, (*b*) Nelson, and point out in what ways each may be called a "Maker of Empire."
8. Give a full account of the part played by the Scotch during the reign of Charles I.
9. Explain what important consequences in European history followed the battles of Leipzig (1813), Waterloo (1815), and Sedan (1870).
10. Give an account of *either* the American War of Independence *or* the Indian Mutiny.
11. The following statesmen were connected with important movements at home or abroad; state clearly, in the case of *two* of them, what the movements were and the part they played in them:—Lord Palmerston, Lord John Russell, Sir Robert Peel, Mr. Chamberlain.
12. Define the term *Democracy*. Describe briefly the progress of Great Britain towards democracy during the reign of Queen Victoria.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOGRAPHY (*Associateship*).

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 5.30.

Only THREE questions may be attempted in each Section of the Paper.

Work neatly.

SECTION A.

1. Describe carefully the causes of the *trade-winds*, and show how the winds “move with the Sun.” (36)
2. In what geographical respects does Scotland south-east of a line from Helensburgh to Aberdeen resemble England south-east of a line from Exeter to Durham? (36)
3. Describe the general river-system of Ireland, and give the relation of the various river basins to the chief ports. (32)
4. Explain why isotherms run roughly east-and-west in the British Isles in summer, but north-and-south in winter. And mention, in each case, any notable exceptions. (32)
5. State, and account for, the distribution of iron industries in England and Wales, and describe fully the position of the chief towns concerned. (32)

SECTION B.

6. Draw *two* rough Maps of North America. Mark off on one—for winter—belts of temperature which you can label “very cold,” “cold,” “cool,” “warm”; and on the other—for summer—belts which you can label “cool,” “warm,” “hot,” “very hot.” (32)
7. Compare the Rhine with the Danube in physical character and commercial importance. (32)
8. Show the relation of the climate to the typical products of Italy, and describe the distribution of these products. (32)
9. Describe the exact position and the natural advantages of Fishguard, Lyons, Odessa, Prague, Sofia, Upsala, Utrecht, and Valladolid. (32)
10. What localities in the British Empire (excluding the British Isles) are specially connected with cotton-growing, dairy industries, fruit-farming, and iron-mining? In each case explain the causes to which the particular industry is due. (32)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Elementary Mathematics.—Paper A.

ARITHMETIC AND ALGEBRA (Associateship).

Wednesday, June 22nd, 1910.—Morning, 9 to 12.

Work neatly.

1. Calculate the equivalent (i) of 22371867 dollars, correct to the nearest pound, and (ii) of £1575, correct to the nearest dollar, when 1 dollar = 4s. $1\frac{1}{4}$ d. (6)
2. The respective values of butter, mutton, and wool exported from New Zealand to the United Kingdom during 1907 were £1599216, £3996228, and £7637013. How much per cent., correct to one place of decimals, was each one of these values of the total value, £17783749, of all such domestic exports? (10)
3. A rectangular portion of country is 223 miles long and 179 miles wide. Find the integral number (i) of kilometres in its perimeter, and (ii) of square kilometres in its area, assuming that 1 mile = 1.609315 kilometres. (10)
4. Some time ago the wages of certain workmen were reduced by $11\frac{1}{4}$ per cent., afterwards by 11 per cent., and have not been altered since the second reduction was made. By how much per cent., correct to two decimal places, must their present wages be raised in order that, after the rise, their wages may be 5 per cent. greater than before the first reduction took place? (10)
5. Divide $(ac-bd)^2 + (bc+ad)^2$ by a^2+b^2 ; and express 61×153 as the sum of two squares in two different ways. (8)
6. Find the remainder when $9x^5 - x + 2$ is divided by $3x^2 - 3x + 1$; and the factors of
(i) $(5x+1)(x-4) - (3x-5)(x+3)$; (ii) $ab(x^2 - c^2) - cx(a^2 - b^2)$. (8)
7. Solve the equations:—
(i) $7(3x-2y+13) = 6(7y-10x+20) = 9(5x-4y+41)$;
(ii) $(x+a+b)(2x+c+d+e)^2 = (x+c+d)(2x+a+b+e)^2$. (12)
8. Five articles of one kind, together with three articles of another kind, cost 48 dollars. Also, two more of the first kind can be purchased for 75 dollars than of the second kind for 28 dollars. What is the price of one article of the first kind? (10)
9. Determine by a graph, or otherwise, the least value of $3x^2 - 19x + 31$. (6)
10. Obtain the square root of $(bc+ad)^2 + (a^2 - c^2)\{(a+b)^2 - (c-d)^2\}$. (6)
11. Find the sum of all numbers between 1000 and 10000 which are divisible by 17.

A geometrical progression, all of whose terms are positive, is such that the sum of any two consecutive terms is $m^2 - 1$ times the sum to infinity of the succeeding terms. Show that the sum of any three consecutive terms is $m^3 - 1$ times the sum to infinity of the succeeding terms. (14)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

Elementary Mathematics.—Paper B.

GEOMETRY (Associateship).

Thursday, June 23rd, 1910. — Morning, 9 to 12.

A.—Practical.

Figures must be drawn neatly and accurately.

All construction lines must be clearly shown.

1. Construct a triangle with its sides 19, 23, and 31 units long respectively. Draw a circle to pass through the angular points of the triangle, and measure the lengths of the radius of the circle and of the perpendicular distance of the centre of the circle from the longest side of the triangle. (10)
2. In a circle, whose radius is 13 units long, inscribe a square $ABCD$. Find, by construction, the mid-point of AB , and measure its distance from the point C . (6)
3. Draw a straight line 17 units long, and on it describe a square. Draw straight lines, cutting off corners of the square, so as to form a regular octagon, and measure the length of a side of the octagon. (14)

B.—Theoretical.

Figures must be drawn neatly.

Recognized abbreviations may be used.

4. Prove that the angles at the base of an isosceles triangle are equal.
An isosceles triangle ABC , vertex A , is divided into three isosceles triangles, BAD , DEC , EBC , vertices B , D , E respectively, by drawing a straight line from B to D , a point in AC , and another straight line from C to E , a point in BD . What are the magnitudes of the angles of the triangle ABC ? (10)
5. If two triangles have two angles of the one equal to two angles of the other, each to each, and have likewise the two sides adjacent to these angles equal, then the triangles are identically equal.
 ABC , DBC are two triangles of the same area, on opposite sides of BC . Show that, if a straight line is drawn from A to D , it will be bisected by BC . (8)
6. Prove that the straight line which joins the middle points of two sides of a triangle is one half of the third side.
Find the locus of the middle points of all straight lines drawn to the circumference of a circle from a point outside the circle. (10)

7. In an obtuse-angled triangle the square on the side opposite the obtuse angle is greater than the sum of the squares on the sides containing the obtuse angle, by twice the rectangle contained by either of the latter sides and the projection of the other upon it.

ABC is an acute-angled triangle, and a straight line parallel to BC meets AB and AC produced at E and F respectively. Show that the sum of the squares on CE and BF exceeds the sum of the squares on BE and CF by twice the rectangle contained by BC and EF . (12)

8. A straight line drawn through the centre of a circle perpendicular to any chord will bisect that chord.

Draw through a point P , within a given circle, a chord APB of that circle such that the difference between AP and PB may be equal to a given straight line. For what greatest length of the given straight line is this possible? (10)

9. The angle at the centre of a circle is double the angle at the circumference standing on the same arc.

Two unequal circles, whose respective centres are A and B , intersect. From C , a point in the circumference of the circle whose centre is A , a straight line is drawn through a point of intersection of the circles and produced to meet the circumference of the other circle at the point D . Find the locus of the point of intersection of CA and DB . (16)

10. Prove that, if the opposite angles of a quadrilateral are together equal to two right angles, a circle can be described about the quadrilateral. (4)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GEOMETRICAL DRAWING (Associateship).

Saturday, June 25th, 1910.—Afternoon, 3.30 to 5.

[All constructive lines must be **clearly** shown. Arithmetical calculations are forbidden unless they are expressly asked for. Candidates may work from any part of the paper, and full marks for Geometrical Drawing may be obtained for the satisfactory working of **any two** of the three Sections.]

PLANE GEOMETRY.

[**Four** problems only to be attempted.]

1. The diagonals of a quadrilateral intersect at right angles in a point *O*. The angular points of the figure are successively distant from *O*, $\frac{1}{2}$, $\frac{3}{4}$, 1, and $1\frac{1}{4}$ inches. Draw the quadrilateral, about it describe a rectangle, and circumscribe the rectangle with a circle. (4)
2. Draw a quadrilateral as described in Problem 1, and about it place, concentrically, a similar one (shortest side $1\frac{1}{2}$ inches), having its sides parallel to those of the first figure. (4)
3. On the same diameter, and on the same side of it, describe two semicircles having a common centre (radii $\frac{1}{2}$ inch and $1\frac{1}{4}$ inches). On the other side of the diameter describe two equal semicircles (radius $1\frac{3}{4}$ inches), each touching both of the other semicircles. (4)
4. Construct an angle of 12° by a strictly geometrical method. (*Note*.—A large radius, $2\frac{1}{2}$ to 3 inches, should be used to exhibit clearly the working.) (6)
5. Each of five equal circles (radius .6 inch) is in contact with two others, and they are equidistant from a common centre. Describe them. (8)
6. The curve of an ellipse passes through the angular points of a rectangle (3 by 2 inches). Draw one half. (7)

PERSPECTIVE.

[The problem to be worked with the eye at the height of 6 feet, distance from the picture plane 11 feet, and scale of drawing $\frac{1}{2}$ inch to 1 foot. The horizontal line is to be drawn the long way of the paper, and the centre of vision to be placed $12\frac{1}{2}$ inches from the left-hand margin.]

Draw, geometrically, a square of 5-feet side to the scale of the problem. Draw across the square, from the bottom right-hand corner, two lines trisecting the right angle. This is the plan of three winding steps on a staircase. The walls supporting the steps are parallel and perpendicular to the picture plane, the latter meeting it 7 feet to the left of the spectator. The lowest step is 2 feet behind the picture plane, and parallel to it. Draw in perspective, making the steps each 1 foot high, and representing them as a solid block. (25)

MECHANICAL.

[*Draw Problem 1 and one other.*]

1. Draw plans and elevations of a 60° set square (neglecting its thickness) when resting on its hypotenuse, $2\frac{1}{2}$ inches long, in the following positions :—
 - (a) Parallel to the vertical plane ;
 - (b) Perpendicular to the vertical plane ;
 - (c) Perpendicular to the vertical plane and inclined at 50° to the horizontal plane. (10)
2. A vertical plane A is perpendicular to the intersection of the coordinate planes, and meets it at a point M . Find the projection of a point P , $1\frac{1}{2}$, $2\frac{1}{4}$, and 1 inches respectively from plane A , the horizontal, and the vertical coordinates. Ascertain also the true size of the angle made by the line PM with the intersection line (*i.e.*, PMY). (15)
3. Assuming that the diameter of a silver dollar is $1\frac{3}{4}$ inches, draw full size the side elevation and plan when it is revolved about its horizontal diameter until its surface makes 30° with the vertical plane. Then deduce the front elevation. The thickness of the metal to be neglected. (15)
4. The base of a metal trough is represented by a square of 1-inch side, the vertical height by a distance of $\frac{3}{4}$ inch, and the opening by a square of 2-inches side.
 Draw the side elevation and plan, when an edge of the base is in the horizontal plane and the surface of the base is inclined 40° . Then deduce the front elevation. Neglect the thickness of the metal. (15)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

MECHANICS (Associateship).

Thursday, June 23rd, 1910.—Afternoon, 3 to 6.

Work neatly.

Graphic methods of solution are allowed, unless otherwise stated.

1. What is meant by *the acceleration due to gravity*?

A ball, thrown upwards, is caught by the thrower 3 secs. afterwards. How high did it go, and with what speed was it thrown?

How far below its highest point was it 2 secs. after its start? (12)

2. A body, whose mass is 6 lb., is moving at the rate of 8 ft. per sec. How many foot-pounds of work can it do against a resistance in virtue of its mass and velocity? If it did 117 foot-pounds of work against a resistance, what would then be its velocity? (14)

3. What is a *lever*? Show that levers may be arranged in three classes. Draw diagrams, and describe some examples of each class. (12)

4. What force, acting for 10 secs. on a mass of 20 gms., will increase its velocity from 100 to 300 cms. per sec.? Enunciate the Law of Motion used in the solution of the question. (14)

5. Show how the theory of the Screw, as a mechanical power, may be developed from that of the Inclined Plane. (8)
What pressure will be exerted by a screw press, having 16 threads to the foot-length of screw, when a force of 10 lb. is applied at the end of a lever a foot in length, measured from the centre of the screw to the point of application of the force? (6)

6. State the conditions under which three parallel forces, acting on a rigid rod, will keep the rod at rest. How would you verify, or illustrate, these conditions by experiment? (12)

7. The weight of a specific-gravity bottle when empty is 42 gms., and when full of water 222 gms., and full of glycerine 292 gms. Find the specific gravity of glycerine. (10)

8. Describe the construction of a Mercury Barometer. When a water barometer stands at 34 ft., find the height of a mercury barometer, the specific gravity of mercury being 13.6. (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LIGHT AND HEAT (Associateship).

Thursday, June 23rd, 1910. — Afternoon, 3 to 6.

Work neatly.

LIGHT.

1. How would you prove experimentally that two candles give twice as much light as one? (25)
2. Two plane mirrors are placed at right angles, and a candle is placed between them. Show that three images of the candle will be formed. (25)
3. Explain how it is that a stick placed obliquely in water appears to be bent at the surface of the water. (25)
4. A person who cannot see clearly beyond three feet wishes to be able to see the stars sharply defined. What kind of spectacles must be used, and what must be their focal length? (25)

HEAT.

5. Explain how you would standardize an alcohol thermometer. (25)
6. Sketch a curve illustrating the mode of expansion of water between 0°C. and 100°C. How would you obtain measurements from which an accurate curve might be drawn? (25)
7. How would you determine the amount of water vapour present in a cubic metre of the atmosphere? (25)
8. What is meant by the phrase *convection of heat*? Give an account of any *one* useful application of it. (25)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

NAVIGATION (Associateship).

Friday, June 24th, 1910. — Afternoon, 2 to 4.

No books or tables to be used by candidates.

Work neatly.

1. Determine the deviation of the compass under the following circumstances:—

(a) Ship's compass bears from shore compass S. 37° W. Shore compass bears from ship's compass N. 29° E.

(b) The true bearing of the setting sun W. 37° N., the compass bearing of the setting sun W.N.W., and the variation 7° E. (12)

2. Correct the following courses:—

Compass Course.	Variation.	Deviation.	Leeway.	Wind.
W. $\frac{1}{2}$ S.	20° E.	$8^{\circ} 30'$ W.	$\frac{3}{4}$ pt.	S.S.W.
S.b.E. $\frac{1}{2}$ E.	17° E.	$4^{\circ} 30'$ E.	$\frac{1}{2}$ pt.	S. W.
E.N.E.	23° W.	$10^{\circ} 40'$ E.	$1\frac{1}{4}$ pts.	N. (20)

3. A ship started from a place in latitude $50^{\circ} 5'$ N., and sailed a distance of 100 miles in a direction S. $61^{\circ} 58'$ W. Find her latitude in. (10)

4. Calculate the true course, corresponding to a difference of latitude of 47 miles S. and a departure of 171 miles W. (8)

5. What is the longitude of the place 470 miles due West of the Lizard Point, the latitude and longitude of the Lizard Point being $49^{\circ} 58'$ N. and $5^{\circ} 12'$ W. respectively? (10)

6. Given the true course N. $32^{\circ} 30'$ E., the variation of the compass 5° E., and the following extracts from the ship's deviation table:—

Direction of Ship's Head.	Deviation of Compass.
N.b.E.	$4^{\circ} 57'$ E.
N.N.E.	$7^{\circ} 30'$ E.
N.E.b.N.	$9^{\circ} 0'$ E.;

determine the compass course as accurately as you can. (12)

7. Find, middle latitude sailing, the true course and distance from A to B.
Lat. A, $8^{\circ} 5'$ S.; Long. A, $34^{\circ} 52'$ W.;
Lat. B, $15^{\circ} 55'$ S.; Long. B, $5^{\circ} 44'$ W. (28)

LOGARITHMS.

Number.	Logarithm.	Angle.	L. Cosine.
171,	2329961.	12° ,	9.9904044.
470,	6720979.	$61^{\circ} 58'$,	9.6720841.
1694,	2289134.		L. Secant.
1748,	2425414.	$49^{\circ} 58'$,	10.1916316.
7307,	8637391.	$74^{\circ} 38'$,	10.5767620.
			L. Tangent.
		$74^{\circ} 38'$,	10.5609515.

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

FRENCH (Associateship).

Saturday, June 25th, 1910. — Morning, 9 to 12.

Work neatly.

PART I.—UNSEEN TRANSLATION.

Traduisez en anglais :—

(a) Cet homme (Pierre Corneille) est d'autant plus admirable, qu'il n'était environné que de très-mauvais modèles quand il commença à donner des tragédies. Ce qui devait encore lui fermer le bon chemin, c'est que ces mauvais modèles étaient estimés; et, pour comble de découragement, ils étaient favorisés par le cardinal de Richelieu, le protecteur des gens de lettres, et non pas du bon goût. Il récompensait de méprisables écrivains qui d'ordinaire sont rampants; et, par une hauteur d'esprit si bien placée ailleurs, il voulait abaisser ceux en qui il sentait avec quelque dépit un vrai génie, qui rarement se plie à la dépendance. Il est bien rare qu'un homme puissant, quand il est lui-même artiste, protège sincèrement les bons artistes.

Corneille eut à combattre son siècle, ses rivaux, et le cardinal de Richelieu. Je ne répéterai point ici ce qui a été écrit sur *le Cid*. Je remarquerai seulement que l'Académie, dans ses judicieuses décisions entre Corneille et Scudéri, eut trop de complaisance pour le cardinal de Richelieu, en condamnant l'amour de Chimène. Aimer le meurtrier de son père, et poursuivre la vengeance de ce meurtre, était une chose admirable. Vaincre son amour eût été un défaut capital dans l'art tragique, qui consiste principalement dans les combats du cœur. Mais l'art était inconnu alors à tout le monde, hors à l'auteur.

VOLTAIRE. (40)

(b) UN BEAU JOUR D'HIVER.

L'hiver a ses beautés. Que j'aime et des frimas
L'éclatante blancheur et la glace brillante,
En lustres azurés à ces roches pendante!
Et quel plaisir encore, lorsque échappé dans l'air,
Un rayon du printemps vient embellir l'hiver;
Et, tel qu'un doux souris qui naît parmi les larmes,
A la campagne en deuil rend un moment ses charmes!
Qu'on goûte avec transport cette faveur des cieux!
Quel beau jour peut valoir ce rayon précieux,
Qui, du moins un moment, console la nature?
Et, si mon œil rencontre un reste de verdure,
Dans les champs dépouillés combien j'aime à le voir!
Au plus doux souvenir il mêle un doux espoir;
Et je jouis, malgré la froidure cruelle,
Des beaux jours qu'il promet, des beaux jours qu'il rappelle.

DELILLE. (40)

PART II.—GRAMMAR, &c.

1. Ecrivez, en 5 colonnes, la 3^e personne du pluriel de l'indicatif présent, du passé défini, du futur, du plusqueparfait du subjonctif, et la 2^e personne du singulier de l'impératif des 6 verbes: *mourir, vivre, haïr, se vêtir, s'asseoir, ne pas se repentir*. (15)
2. (a) Remplacez les infinitifs *en italiques* par le participe passé :
 (i) J'ai *apprendre* toutes les choses que vous avez *dire* à mon sujet. (ii) Leur avez-vous *parler* ? (iii) Elle nous a *conseiller* de nous retirer. (iv) Je les ai *voir*.
 (b) Remplacez l'infinitif par la personne qui convient :
 (i) Il est certain qu'il *venir* ("will come"). (ii) Je n'aime pas qu'on me *faire* attendre ; j'aime qu'on *être* exact. (iii) On croit qu'il *être* coupable et on dit qu'il *être* ("will be") condamné. (10)
3. Traduisez en français :—*I have given it to them.* Donnez brièvement la règle qui gouverne l'ordre des pronoms personnels en français. (5)
4. Traduisez :—*France is a fine country.* Composez quatre courtes phrases pour montrer différents cas où l'article défini s'emploie en français tandis qu'il ne s'exprime pas en anglais. (10)
5. Traduisez en français :—
 (a) How many mistakes have you ?—I have three.
 (b) Elephants are intelligent animals.
 (c) The sails of this boat are white.
 (d) Which of these books do you like best ?
 (e) The dog that is barking is hers. (10)
6. Traduisez en français :—
 (a) What is the name of the man whose son we saw yesterday ?
 (b) I know what you are going to say.
 (c) However good he is, he is not liked by everybody.
 (d) If you had worked well, you would have succeeded.
 (e) After taking tea, we shall go for a walk. (10)

PART III.—TRANSLATION INTO FRENCH.

Traduisez en français :—

VALEUR DE L'EXACTITUDE.

The Mayor of Falaise one night ran against a citizen of that good town in the days when there was neither gas nor oil-lamp to dissipate the gloom. The mayor gave orders next morning that no citizen should go out at night without a lantern. The following night the mayor, going his rounds, ran against the same citizen. "You haven't read the ordinance, you stupid fellow!" said the mayor, in a passion.—"Yes, I

have," said the Norman; "and here is my lantern."—"But there is nothing in it," rejoined the mayor.—"The ordinance said nothing about that," replied the scrupulous citizen.

The next day there appeared a new ordinance, enjoining the citizens to put candles in their lanterns. At nightfall the mayor, anxious to see whether his orders were being obeyed, went his rounds again, and once more ran foul of the luckless citizen. "I have you this time," said the mayor, in a fury; "you have no lantern."—"Excuse me; here it is." "But no candle in it."—"Oh, but I have; and here it is." And out of the lantern he pulled a candle, unlighted. "But it isn't lighted," resumed the exasperated mayor.—"You said nothing about lighting the candle," quickly rejoined the lantern-bearer.

(60)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LATIN (Associateship).

Friday, June 24th, 1910.—Morning, 9 to 12.

Work neatly.

PART I.—TRANSLATION INTO ENGLISH.

**(A) For those only who are examined in Virgil,
"Aeneid" II.**

Translate into English THREE, and THREE ONLY, of the following passages :—

1. Nec tacui demens ; et me, fors si qua tulisset,
Si patrios unquam remeâssem victor ad Argos,
Promisi ultorem ; et verbis odia aspera movi.
Hinc mihi prima mali labes ; hinc semper Ulysses
Criminibus terrere novis ; hinc spargere voces
In vulgum ambiguas, et quaerere conscius arma.
Nec requievit enim, donec, Calchante ministro, . . .
Sed quid ego haec autem nequidquam ingrata revolve ?
Quidve moror ? Si omnes uno ordine habetis Achivos,
Idque audire sat est, iamdudum sumite poenas.
Parse *remeâssem* ; explain constructions of *quaerere* and *ministro*.
2. Hic mihi nescio-quod trepido male numen amicum
Confusam eripuit mentem. Namque, avia cursu
Dum sequor, et nota excedo regione viarum,
Heu ! misero coniux, fatone erepta, Creûsa
Substitit, erravitne via, seu lassa resedit,
Incertum ; nec post oculis est reddita nostris.
Nec prius amissam respexi, animumve reflexi,
Quam tumultum antiquae Cereris sedemque sacratam
Venimus ; hic demum collectis omnibus, una
Defuit ; et comites, natumque, virumque fefellit.
With what does *avia* agree ? account for the case of *tumultum*.

3. THE LOVE OF FAME.

Inventi sunt multi, qui non modo pecuniam, sed vitam etiam profundere pro patria parati essent, iidem gloriae iacturam ne minimam quidem facere vellent, ne republica quidem postulante : ut Callieratidas, qui cum Lacedaemoniorum dux fuisset Peloponnesiaco bello, multaue fecisset egregie, vertit ad extremum omnia, cum consilio non paruit eorum, qui classem ab Arginussis removendam, nec cum Atheniensibus dimicandum putabant. Quibus ille respondit, Lacedaemonios, classe illa amissa, aliam parare posse, se fugere sine suo dedecore non posse.

Explain the construction of *vellent* ; what case is *consilio*, and why ?

4. A STORM AT SEA.

Me miserum, quanti montes volvuntur aquarum !
 Iam iam tacturos sidera summa putes.
 Quantae diducto subsidunt aequore valles !
 Iam iam tacturas Tartara nigra putes.
 Quocunque adspicio, nihil est nisi pontus et aether ;
 Fluctibus hic tumidis, nubibus ille minax.
 Inter utrumque fremunt immani murmure venti.
 Nescit, cui domino pareat, unda maris.

Account for the cases of *miserum*, *domino* ; and for the mood of *putes*, *pareat*.

5. ROMULUS AND REMUS RESTORE NUMITOR TO HIS THRONE.

Numitor inter primum tumultum hostes invasisse urbem atque adortos regiam dictitans, cum pubem Albanam in arcem praesidio armisque obtinendam avocasset, postquam iuvenes perpetrata caede pergere ad se gratulantes vidit, extemplo advocato concilio scelus in se fratris, originem nepotum, ut geniti ut educati ut cogniti essent, caedem deinceps tyranni seque eius auctorem ostendit. Iuvenes per mediam concionem agmine ingressi cum avum regem salutassent, secuta ex omni multitudine consentiens vox ratum nomen imperiumque regi efficit. Ita Numitori Albana re permissa Romulum Remumque cupido cepit in his locis, ubi expositi ubique educati erant, urbis condendae.

Parse *adortos* ; explain the formation of *dictitans*.

(B) For those only who are examined in Cicero,
 "De Amicitia."

Translate into English THREE, and THREE ONLY, of the following passages :—

1. Ti. quidem Gracchum, rempublicam vexantem, a Q. Tuberone aequalibusque amicis derelictum videbamus. At C. Blossius Cumanus, hospes familiae vestrae, Scaevola, cum ad me, qui aderam Laenati et Rupilio consulibus in consilio, deprecatum venisset, hanc, ut sibi ignoscerem, causam afferebat, quod tanti Ti. Gracchum fecisset, ut, quidquid ille vellet, sibi faciendum putaret. Tum ego: Etiamne, si te in Capitolium faces ferre vellet? "Numquam," inquit, "voluisset id quidem." Sed, si voluisset, "paruissem." Videtis, quam nefaria vox. Et hercle ita fecit; vel plus etiam, quam dixit: non enim paruit ille Ti. Gracchi temeritati, sed praefuit; nec se comitem illius furoris, sed ducem praebuit. Itaque hac amentia, quaestione nova perterritus, in Asiam profugit, ad hostes se contulit, poenas reipublicae graves iustasque persolvit.

Explain the constructions of *deprecatum*, *tanti*.

2. Quibus blanditiis C. Papirius nuper influebat in aures concionis, cum ferret legem de tribunis plebis reficiendis! Dissuasimus nos. Sed nihil de me: de Scipione dicam libentius. Quanta illi, dii immortales, fuit gravitas! quanta in oratione maiestas! ut facile ducem populi Romani non comitem diceret. Sed adfuistis et est in manibus oratio.

Itaque lex popularis suffragiis populi repudiata est. Atque, ut ad me redeam, meministis, Q. Maximo, fratre Scipionis, et L. Mancino consulis, quam popularis lex de sacerdotiis C. Licinii Crassi videbatur! Cooptatio enim collegiorum ad populi beneficium transferebatur. Atque is primus instituit in forum versus agere cum populo; tamen illius vendibilem orationem religio deorum immortalium nobis defendentibus facile vincebat. Atque id actum est praetore me quinquennio ante quam consul sum factus. Ita re magis, quam auctoritate causa illa defensa est.

3. THE LOVE OF FAME.

Inventi sunt multi, qui non modo pecuniam, sed vitam etiam profundere pro patria parati essent, iidem gloriae iacturam ne minimam quidem facere vellent, ne republica quidem postulante: ut Callieratidas, qui cum Lacedaemoniorum dux fuisset Peloponnesiaco bello, multaque fecisset egregie, vertit ad extremum omnia, cum consilio non paruit eorum, qui classem ab Arginussis removendam, nec cum Atheniensibus dimicandum putabant. Quibus ille respondit, Lacedaemonios, classe illa amissa, aliam parere posse, se fugere sine suo dedecore non posse.

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 Inter utrumque fremunt immani murmure venti.
 Nescit, cui domino pareat, unda maris.

Account for the cases of *miserum*, *domino*; and for the mood of *putes*, *pareat*.

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Parse *adortos*; explain the formation of *dictitans*.

PART II.—GRAMMAR, &c.

1. Give the gender, the genitive and accusative singular, and the genitive and dative plural of *pes*, *dos*, *lis*, *iecur*, *dea*, *vis*. Decline together, in the singular, *dextro cornu*; in the plural, *praeceps flumen*. Define *diminutives*. Give the diminutives of *flos*, *liber*, *rex*, *filia*, *aureus*.
2. Compare *arduus*, *beneficus*, *gracilis*, *nequam*; also, the adverbs of *facilis*, *aeger*, and of *prae*, *prope*. Translate into Latin — February 24th, a thousand foot, two thousand horse, three legions were assigned to each consul.
3. Parse, giving the principal parts, *luctantes*, *repere*, *restitit*, *peti*, *sere*, *consuerant*, *coierint*, *verentes*. Write down the first person singular of the imperfect subjunctive of *eo*, *malo*, *cupio*, *fin*, *potior*, *tollo*; also, the infinitive and supines of *executio*, *repello*, *requiro*.
4. Explain, and illustrate in Latin, *defective verb*, *inceptive verb*, *final clause*, *sequence of tenses*.
5. State, and illustrate, the constructions used with *consulo*, *potior*, *minor*, *opus est*, *cupidus*, *similis*.
6. Translate, and explain the construction of the *italicized* words:—
 - (a) *Ephesum hiematum exercitum reduxit*.
 - (b) *Suasit Pharnabazo id negotii daret*.
 - (c) *Praemia proposuit, quibus donarentur, quorum egregia esset industria*.

PART III.—TRANSLATION INTO LATIN.

1. He mustered his troops with all speed and hastened to meet the enemy.
2. In his second consulship, after losing twenty-two ships, he retired to the nearest harbour.
3. He says that the field of Marathon is about ten miles from the city of Athens.
4. Tell me for how much you sold your estate.
5. They were so far from confessing their fault, they gloried in it.
6. Why did he promise to help the besieged if he was hindered from coming to their aid?
7. It would be a lasting dishonour to my reputation were I to deliver up to opponents the arms I received from my country to use in her defence.

[N.B. —More marks will be allowed for No. 7 if it is turned into *oratio obliqua*.]

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

GREEK (Associateship).

Saturday, June 25th, 1910.—Afternoon, 2 to 5.

Work neatly.

PART I.—TRANSLATION INTO ENGLISH.

**(A) For those only who are examined in Xenophon's
"Anabasis," Book I.**

Translate into English THREE, and THREE ONLY, of the following passages :—

1. Ἐγὼ γὰρ ὁκνοίην μὲν ἂν εἰς τὰ πλοῖα ἐμβαίνειν ἢ ἡμῖν δοίη, μὴ ἡμᾶς αὐταῖς ταῖς τριήρεσι καταδύσθαι, φοβοίμην δ' ἂν τῷ ἡγεμόνι ᾧ δοίη ἔπεισθαι, μὴ ἡμᾶς ἀγάγῃ ὅθεν οὐχ οἷόν τε ἔσται ἐξελθεῖν· βουλοίμην δ' ἂν ἄκοντος ἀπιὼν Κύρου λαθεῖν αὐτὸν ἀπελθών· ὃ οὐ δυνατόν ἐστιν. ἀλλ' ἐγὼ φημι ταῦτα μὲν φλαρίας εἶναι· δοκεῖ δέ μοι ἀνδρας ἐλθόντας πρὸς Κῦρον, οἵτινες ἐπιτήδειοι, σὺν Κλεάρχῳ ἐρωτᾶν ἐκείνον τί βούλεται ἡμῖν χρῆσθαι· καὶ ἂν μὲν ἡ πράξις ἢ παραπλησία οἷα περ καὶ πρόσθεν ἐχρήτο τοῖς ξένοις, ἔπεισθαι καὶ ἡμᾶς, καὶ μὴ κακίους εἶναι τῶν πρόσθεν τούτῳ συναναβάντων· ἂν δὲ μείζων ἡ πράξις τῆς πρόσθεν φαίνεται καὶ ἐπιπονωτέρα καὶ ἐπικινδυνότερα, ἀξιοῦν ἢ πείσαντα ἡμᾶς ἄγειν ἢ πεισθέντα πρὸς φιλίαν ἀφίεναι· οὕτω γὰρ καὶ ἐπόμενοι ἂν φίλοι αὐτῷ καὶ πρόθυμοι ἐποίμεθα, καὶ ἀπιόντες ἀσφαλῶς ἂν ἀπίοιμεν· ὅτι δ' ἂν πρὸς ταῦτα λέγῃ, ἀπαγγεῖλαι δεῦρο· ἡμᾶς δ' ἀκούσαντας πρὸς ταῦτα βουλευέσθαι. (30)

2. Οὐ μὲν δὴ οὐδὲ τοῦτ' ἂν τις εἴποι, ὥς τοὺς κακούργους καὶ ἀδίκους εἶα καταγελᾶν, ἀλλ' ἀφειδέστατα πάντων ἐτιμωρεῖτο. πολλάκις δ' ἦν ἰδεῖν παρὰ τὰς στειβομένας ὁδοὺς καὶ ποδῶν καὶ χειρῶν καὶ ὀφθαλμῶν στερομένους ἀνθρώπους· ὥστ' ἐν τῇ Κύρου ἀρχῇ ἐγένετο καὶ Ἑλλήνι καὶ βαρβάρῳ μηδὲν ἀδικοῦντι ἀδεῶς πορεύεσθαι ὅποι τις ἤθελεν, ἔχοντι ὅτι προχωροίη. τοὺς γε μέντοι ἀγαθοὺς εἰς πόλεμον ὁμολόγητο διαφερόντως τιμᾶν. καὶ πρῶτον μὲν ἦν αὐτῷ πόλεμος πρὸς Πισίδας καὶ Μυσούς· στρατενόμενος οὖν καὶ αὐτὸς εἰς ταύτας τὰς χώρας, οὓς ἑώρα ἐθέλοντας κινδυνεύειν, τούτους καὶ ἄρχοντας ἐποίει ἥς κατεστρέφετο χώρας, ἔπειτα δὲ καὶ ἄλλῃ δώροις ἐτίμα· ὥστε φαίνεσθαι τοὺς μὲν ἀγαθοὺς εὐδαιμονεστάτους, τοὺς δὲ κακοὺς δούλους τούτων ἀξιοῦν εἶναι. τοιγαροῦν πολλῇ ἦν ἀφθονία αὐτῷ τῶν θελόντων κινδυνεύειν, ὅπου τις οἶστο Κῦρον αἰσθήσεσθαι. (20)

3. Ὁ Σωκράτης αἰεὶ ἦν ἐν τῷ φανερῷ· πρῶτ' τε γὰρ εἰς τοὺς περιπάτους καὶ τὰ γυμνάσια ἦει, καὶ πληθούσης ἀγορᾶς ἐκεῖ φανερός ἦν, καὶ τὸ λοιπὸν αἰεὶ τῆς ἡμέρας ἦν ὅπου πλείστοις μέλλοι συνέσσεσθαι· καὶ ἔλεγε μὲν εἰς τὸ πολὺν, τοῖς δὲ βουλομένοις ἐξῆν ἀκούειν. οὐδεὶς δὲ πώποτε Σωκράτους οὐδὲν ἀσεβὲς οὐδὲ ἀνόσιον οὐδὲ πρᾶττοντος εἶδεν, οὔτε λέγοντος ἤκουσεν. (10)

4. ὦ τέκν', ἔοιγμεν ναυτίλοισιν, οἷτινες
χειμῶνος ἐκφυγόντες ἄγριον μένος
ἐς χεῖρα γῆ συνῆψαν, εἴτα χερσόθεν
πνοαῖσιν ἠλάθησαν ἐς πόντον πάλιν.
οὕτω δὲ χῆμείς τῆσδ' ἀπωθούμεσθα γῆς,
ἤδη πρὸς ἀκταῖς ὄντες, ὥς σεσσωμένοι. (20)

5. Ὁ δὲ Ξενοφῶν ἠπορεῖτο τί ποιήσῃ· καὶ γὰρ ἐτύγχανεν ὡς τιμώμενος ἐν τῷ πλησισιαιτάτῳ δίφρῳ Σεύθῃ καθήμενος. ὁ δὲ Ἡρακλείδης ἐκέλευεν αὐτῷ τὸ κέρας ὀρέξαι τὸν οἰνοχόον. ὁ δὲ Ξενοφῶν — ἤδη γὰρ ὑποπεπωκὼς ἐτύγχανεν — ἀνέστη θαρραλέως δεξάμενος τὸ κέρας καὶ εἶπεν· Ἐγὼ δέ σοι, ὦ Σεύθη, δίδωμι ἑμαυτὸν καὶ τοὺς ἐμούς τούτους ἑταίρους φίλους εἶναι πιστοὺς, καὶ οὐδένα ἄκοντα, ἀλλὰ πάντας μᾶλλον ἔτι ἐμοῦ σοι βουλομένους φίλους εἶναι. (20)

(B) For those only who are examined in Euripides'
"Hecuba," 1-680.

Translate into English THREE, and THREE ONLY, of the following passages:—

1. Κεῖμαι δ' ἐπ' ἀκταῖς, ἄλλοτ' ἐν πόντου σάλῳ,
πολλοῖς δαύλοις κυμάτων φορούμενος,
ἄκλαυστος, ἀταφος· νῦν δ' ὑπὲρ μητρὸς φίλης
Ἐκάβης αἴσσω, σῶμ' ἐρημώσας ἐμόν,
τριταῖον ἤδη φέγγος αἰωρούμενος,
ὅσον περ ἐν γῇ τῇδε Χερσονησία
μήτηρ ἐμὴ δύστηνος ἐκ Τροίας πάρα. (25)

2. Οὐ τοὺς κρατοῦντας χρὴ κρατεῖν ἢ μὴ χρεῶν,
οὐδ' εὐτυχοῦντας εὖ δοκεῖν πράξειν αἰεί.
κάγῳ γὰρ ἦν ποτ', ἀλλὰ νῦν οὐκ εἴμ' ἔτι,
τὸν πάντα δ' ὄλβον ἡμαρ ἐν μ' ἀφείλετο.
ἀλλ', ὦ φίλον γένειον, αἰδέσθητί με,
οἴκτειρον· ἐλθὼν δ' εἰς Ἀχαϊκὸν στρατὸν
παρηγόρησον, ὥς ἀποκτείνειν φθόνος
γυναῖκας, ἃς τὸ πρῶτον οὐκ ἐκτείνατε
βωμῶν ἀποσπάσαντες, ἀλλ' ὤκτειράτε. (25)

3. Ὁ Σωκράτης αἰεὶ ἦν ἐν τῷ φανερωῷ· πρῶτ' τε γὰρ εἰς τοὺς περιπάτους καὶ τὰ γυμνάσια ἦει, καὶ πληθούσης ἀγορᾶς ἐκεῖ φανερὸς ἦν, καὶ τὸ λοιπὸν αἰεὶ τῆς ἡμέρας ἦν ὅπου πλείστοις μέλλοι συνέσσεσθαι· καὶ ἔλεγε μὲν εἰς τὸ πολὺ, τοῖς δὲ βουλομένοις ἐξῆν ἀκοῦεν. οὐδεὶς δὲ πώποτε Σωκράτους οὐδὲν ἀσεβὲς οὐδὲ ἀνόσιον οὐδὲ πρᾶττοντος εἶδεν, οὔτε λέγοντος ἥκουσεν. (15)

4. ὦ τέκν', ἔοιγμεν ναυτίλοισιν, οἷτινες
χειμῶνος ἐκφυγόντες ἄγριον μένος
ἐς χεῖρα γῆ συνῆψαν, εἴτα χερσόθεν
πνοαῖσιν ἠλάθησαν ἐς πόντον πάλιν.
οὕτω δὲ χῆμείς τῆσδ' ἀπωθούμεσθα γῆς,
ἤδη πρὸς ἀκταῖς ὄντες, ὥς σεσσωμένοι. (15)

5. Ὁ δὲ Ξενοφῶν ἠπορεῖτο τί ποιήσει· καὶ γὰρ ἐτύγγανεν ὡς τιμώμενος ἐν τῷ πλησιαστάτῳ δίφρῳ Σεύθῃ καθήμενος. ὁ δὲ Ἡρακλείδης ἐκέλευεν αὐτῷ τὸ κέρας ὀρέξαι τὸν οἰνοχόον. ὁ δὲ Ξενοφῶν — ἥδη γὰρ ὑποπεπωκὼς ἐτύγγανεν — ἀνέστη θαρραλέως δεξιόμενος τὸ κέρας καὶ εἶπεν· Ἐγὼ δέ σοι, ὦ Σεύθη, δίδωμι ἑμαντὸν καὶ τοὺς ἐμοὺς τούτους ἐταίρους φίλους εἶναι πιστοὺς, καὶ οὐδένα ἄκοντα, ἀλλὰ πάντας μᾶλλον ἔτι ἐμοῦ σοι βουλομένους φίλους εἶναι. (20)

PART II.—GRAMMAR, &c.

1. Decline ἀνὴρ and γυνή; compare φίλος and εἰνοῦς; distinguish between ὅς and τίς, and between τίς and τις. What is the difference between λέγει ταῦτα and λέγει τάδε? (8)
2. Give the indicative tenses, active and middle (first person singular) of ἴστημι, with the English; give the aorist indicative active of δίδωμι. Write out the future and aorist indicative active of ὁράω, τρέχω, θνήσκω. (8)
3. What is the force of the terminations *θι, θεν, δε*? Give examples. (6)
4. What is meant by the *attraction of the relative*? Give examples. (8)
5. Distinguish between οὐ and μή. How does the Greek negative differ from the English? Give examples. (8)
6. Give examples of the construction in Greek of verbs expressing the *senses*. (12)

PART III.—TRANSLATION INTO GREEK.

1. Young men are useful in war, old men in council. (8)
2. There is nothing more profitable to the State than the virtue of the citizens. (8)
3. He was by far the wisest man of his time. (6)
4. Do not steal; do not slay; do not even once say a base thing. (10)
5. There are many mountains between us and our country. (8)
6. He bore himself very nobly in the battle, and so died. (8)
7. Honour, my fellow-citizens, the man who, dying so bravely for his country, saved it from destruction. (12)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

CHEMISTRY (Associateship).

Friday, June 24th, 1910.—Afternoon, 2 to 5.

Work neatly.

1. "Nine grams of water contain eight grams of oxygen and one gram of hydrogen."—How would you prove this statement by experiment? (17)
2. Give a brief account of natural waters, pointing out their differences in properties and the causes to which such differences are due. (16)
3. Describe experiments showing some of the characteristic properties of chlorine. What would you *observe* on passing chlorine gas into potassium bromide solution and potassium iodide solution respectively? Explain the chemical changes involved. (17)
4. Explain the terms *acid*, *base*, *salt*. To which class of substances, if any, would you refer the following?—carbon dioxide, lime, chalk, washing soda, chlorine, bleaching powder, sulphur dioxide. Give reasons in each case. (17)
5. Name the gases evolved on heating lead nitrate. How would you separate the gases, and how would you identify each? (17)
6. Describe the preparation of acetylene gas. How would you conclusively show that this compound contains carbon and hydrogen only? (16)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

SHORTHAND (Associateship).

Friday, June 24th, 1910.—Afternoon, 5.15 to 6.

Ten minutes for dictation. Thirty minutes for transcription.

The following passages will be read in a measured flow. The diagonal lines do not indicate any pause in the reading, but merely show the number of words which ought to be read in each quarter of a minute.

INSTRUCTIONS TO BE READ TO THE CANDIDATES.

Three passages will be dictated: the first at about 50 words a minute, the second at about 80 words a minute, and the third at about 100 words a minute. Candidates will take down all three passages, and their shorthand notes will be submitted to the Examiner; but they will transcribe only two, and they may choose which two, remembering that accuracy is of the first importance, and without it the higher speed will not receive any more marks. No candidate can obtain full marks in Shorthand unless the fastest speed is transcribed.

(175 words, to be read in $3\frac{1}{2}$ minutes.)

1
4
2
3
4
1
In the course of an address on the duty of representatives, Mr. Edmund / Burke said: "It ought to be the happiness and the glory of / a representative to live in the strictest union, the closest correspondence, and the / most unreserved communication with his constituents. Their wishes ought to have great / weight with him; their opinion high respect; their business unremitted attention. It is / his duty to sacrifice his repose, his pleasures, his satisfactions to theirs; / and, above all, ever and in all cases, to prefer their interest to / his own. But his unbiassed opinion, his mature judgment, his enlightened conscience / he ought not to sacrifice to you, to any man, or to any / set of men living. These he does not derive from your pleasure; / no, nor from the law and the constitution. They are a trust from / Providence, for the abuse of which he is deeply answerable. Your representative / owes you, not his industry only, but also his judgment; and he betrays / instead of serving you faithfully, if he sacrifices it to your opinion." /

(260 words, to be read in $3\frac{1}{4}$ minutes.)

1
4
2
3
4
I am not going into the question of the internal affairs of other countries. If any particular nation has a / fancy to be taxed for the maintenance of an army for its own oppression, I am not going to interfere / with the fancy. But I would point out that these standing armies are not raised and maintained out of the / immediate

1 pockets of the people ; they are paid for by loans. And, if we want
 really to prevent governments from / keeping up these large arma-
 1/4 ments, our mode must be to raise such a public opinion in England
 and elsewhere as / shall dissuade individuals from lending their
 1/2 money to those governments. I am especially anxious that we
 should repudiate and denounce / the principle of interference in the
 domestic affairs of independent countries. We boast that, with us,
 3/4 every man's house, who / has not violated the laws of his country,
 2 is his castle, which he who forces is a burglar. What shall / we
 say, then, to the burglary of nations, when one independent self-
 1/4 governing State is invaded by a neighbouring and stronger / nation,
 under the hypocritical pretext of the weaker country's advantage ?
 1/2 Upon no principle of justice or right can a foreign / power interfere,
 by force, in the internal affairs of another and independent State—
 3/4 and, until this is thoroughly recognized by / the governments of the
 world, there can practically be no security against anarchy among
 3 nations. Let the Peace Congress proclaim / the denunciation of the
 right of any nation to interfere, by force, in the domestic affairs of
 1/4 any other nation. /

(325 words, to be read in $3\frac{1}{4}$ minutes.)

I need hardly allude to ancient times. I need not speak of the
 influence which the bard or minstrel exercised almost upon the
 1/4 destinies of / empires ; but even in modern prosaic times we have
 witnessed what striking effects have followed from the power of the
 1/2 Muse. It is certain that, / in France, many national ideas and
 attachments were kept grimly rooted in the minds of the people by
 3/4 the songs of Béranger. And we should / not lose sight of that old
 saying of an eminent man : " Let me have the writing of the people's
 1 songs, and I care not who / has the making of their laws "—so
 powerfully was it felt that the power over the people of the gentle
 1/4 charms of song, which goes / at once to the affections, was such that
 it might even sway the legislation of the country. Germany, in our
 1/2 times, has given proof of / the minstrel's power. During a war,
 when all Germany was aroused as one people, there arose likewise a
 3/4 poet who embodied in himself the whole / of this national feeling,
 who vividly committed this feeling to verse, which put into the
 2 mouths equally of the soldier and the peasant, national sentiments /
 of unity and bravery. They proved how truly it was possible to
 entwine the laurel round the blade without dulling its edge, and
 1/4 that a / man might have in his heart at once the tenderness of the
 1/2 bard and the courage of the warrior. For, if his life was that / of
 the poet, his end was that of a soldier on the field. And later still,
 3/4 it is well known to all what a powerful / enthusiasm was excited
 throughout the whole of Germany by the celebrated song of " The
 3 Rhine " ; which made the whole nation, or rather that great alliance /
 of nations that are bound together by the spell of a common tongue,
 unite themselves into a firm bond of resistance to any possible
 1/4 invasion. /

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

HYGIENE (Associateship).

Monday, June 20th, 1910. — Afternoon, 2.30 to 4.30.

Work neatly.

1. Give a general description of the structures concerned in the process of digestion, and an account of the particular part played by each. (20)
2. Describe the part played by skin, kidneys, lungs, and bowel in the excretion of waste material from the body. (20)
3. What are the means used in a town to remove house refuse—solid and liquid—from a house? (10)
4. What is the composition of the air (*a*) when pure, (*b*) from a stuffy room? What factors tend to make the air in a room impure, and how would you ensure a sufficient supply of air to a crowded room? (20)
5. Describe the mechanism of respiration. (10)
6. Give the general arrangement of an ideal schoolroom with regard to lighting, seating, and ventilation. What other points would you examine in it before declaring it perfectly fit for its purpose? (20)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

LOGIC (Associateship).

Wednesday, June 22nd, 1910.—Afternoon, 2.30 to 5.30.

Answer eight questions. Work neatly.

1. Distinguish between *general*, *singular*, and *proper* names, and also between *abstract* and *concrete*. State the logical characteristics of the following :—Church, Cape Race, the longest River in the World, Child, Sincerity. (25)
2. Explain the nature of the *predicables*; illustrate them from *triangle*, regarding it as a species. (25)
3. What is the practical aim of logical division? State the rules of division, and the fallacies to which division is liable. Illustrate the latter from the classification of men as White, Black, Christian, Heathen, European, and American. (25)
4. Render the following propositions into simple logical form; name them by quantity and quality. Give the contrary and contradictory of each.
 - (a) Uneasy lies the head that wears a crown.
 - (b) Only the truly wise are happy.
 - (c) Few men live for a century. (20)
5. Define *converse*, *obverse*, *contrapositive*, and apply the processes to the following propositions :—
 - (a) A soft answer turneth away wrath.
 - (b) Yet never a breeze up-blew. (20)
6. Put the following arguments into syllogistic form; give figure and mood in each case when valid; when invalid, state the logical rule that is infringed :—
 - (a) Sir Walter Scott was a great novelist and a popular poet, which proves that men can succeed in both departments of literature.
 - (b) Bacon did not write the plays of Shakespeare, for he was deficient in poetic imagination.
 - (c) Only children of citizens enjoyed political rights in Athens; therefore, since Aristotle was an alien, he had not any political rights. (30)
7. Point out the peculiarity of the hypothetical judgment. Draw out the four possible syllogisms with the major premise :—

“If gold is scarce, the bank-rate rises.”

State which is valid, and why the others are invalid. (25)
8. What is the nature of the proof established by the inductive method? What is it that induction aims at, and in what respect does deduction contribute to that end? (30)
9. When is a *fact* or a *law* said to be explained? Illustrate from the cases of “a stain on a table-cloth,” “rain falling to the ground.” (25)
10. Define *hypothesis*: show the part that it performs in the process of proof. Why do we say *theory* of gravitation, but nebular *hypothesis*? (25)
11. Describe the nature of the fallacies—*petitio principii*; composition; *post hoc ergo propter hoc*; and supply illustrations. (25)

COUNCIL OF HIGHER EDUCATION, NEWFOUNDLAND.

THEORY AND PRACTICE OF EDUCATION

(Associateship).

Friday, June 24th, 1910.—Morning, 10.30 to 1.

Work neatly.

Answer SIX questions only: TWO from each Section—A, B, and C.

N.B.—Question 10 must be taken by all candidates.

A.

1. What is the exact meaning that you attach to the term *observation*?
What means would you take to train your pupils in habits of observation? (15)
2. Explain clearly, but briefly, any *three* of the following five terms:—
(a) sensation, (b) idea, (c) connotation, (d) mnemonics, (e) definition. (15)
3. Why is it often said that example is better than precept? Is it ever true that precept is better than example? Give reasons for your answer. (15)

B.

4. Give such an account of the chemical changes involved in respiration as will show the need of keeping up a supply of fresh air in the schoolroom. (15)
5. By what physical signs among your pupils do you learn that your class is fatigued? If, at an afternoon meeting of the school, you find your pupils fatigued while there is still an hour before dismissal, what will you do? (15)
6. Show how the blackboard may be the cause of serious eyestrain among your pupils, and indicate what precautions you propose to adopt in order to avoid this strain. (15)

C.

7. State exactly the place you would give to “telling” and “eliciting” respectively in class teaching. (15)
8. Give your views on the question whether, in teaching, it is better to begin by laying down principles and then supply examples, or to begin with examples, and from them work up to principles. (15)

9. Answer only *one* of the following :—

(a) State, with your reasons, which should come first in the pupil's course at school—Grammar or Composition.

(b) What are the arguments for and against a book of short extracts as the reading-book of a class of average age 13?

(c) State precisely the use you would make of dates in a course of History lessons with a class of average age 12. (15)

10. Draw up full Notes of a Lesson on any *one* of the four following subjects :—

(a) The Use of Quotation Marks.

(b) The Feudal System.

(c) The Discovery of the North Pole.

(d) Any consecutive eight lines of poetry that you can quote.

State the time you expect the lesson to occupy, the size of class, the average age of the pupils, and the previous knowledge you assume they have of the subject of the lesson. (25)



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